Professional Development: TRAINING Workbook

Brought to you by

Fast ForWord® We Care TEAM

Fast ForWord® by Scientific Learning

Welcome

Hello and Welcome to the Fast ForWord® Family!

Congratulations on taking this important step toward helping your students accelerate their learning by developing their brains to process more efficiently. When students can process more effectively, all other learning activities get accomplished more efficiently and the dedication of teachers and investment in other learning programs yields better results. Importantly, students are more motivated to learn and have better self-esteem.

The Fast ForWord products are built on cumulative breakthroughs in neuroscience research revealing that the human brain can continue to develop and improve the efficiency of its processing throughout life.

Today we will focus on:

- Best Practices for implementing Fast ForWord products
- Fast ForWord family of products
- Daily steps for administering Fast ForWord products
- Reviewing results
- Keeping students motivated

During your Professional Development session today, you will use this workbook full of step-by-step directions which also serves as an excellent resource after your training session. Additional resources are available on the Fast ForWord Customer Connect website: www.scientificlearning.com/gateway /customerconnect.

Our We Care Team of service professionals is here to partner with you for your success. Please take advantage of this partnership. The We Care Team is available by phone (1-888-358-0212), email (support@scilearn.com) or via chat (a feature available through Customer Connect). We are delighted to welcome you as part of our Fast ForWord family and look forward to working together toward a successful implementation.

Sincerely,

Jill McCormack
Vice President, Customer Operations
Scientific Learning
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Section 1:
Fast ForWord PRODUCT TRAINING

Goals

- ❒ Understand the Science behind *Fast ForWord* products
- ❒ Gain hands-on experience with *Fast ForWord* products
- ❒ Discuss Best Practices for a successful implementation
- ❒ Discuss ideas for creating a positive lab environment to maximize learning
- ❒ Understand the importance of protocol and CAPS
- ❒ Be able to review and analyze data from both the *Fast ForWord* Results Screen and Success Viewer to track student progress
- ❒ Be prepared for the first day of running *Fast ForWord* products with students
- ❒ Be able to access Customer Connect resources and how to access the We Care Support Center

Specific Information About Your School

Fill out the following form and keep this page handy. You'll have all of your *Fast ForWord* product information in one place!

1. **Fast ForWord Products Purchased by Your School**
   - ❑ *Fast ForWord* Language Basics
   - ❑ *Fast ForWord* Language
   - ❑ *Fast ForWord* Language to Reading
   - ❑ *Fast ForWord* to Literacy
   - ❑ *Fast ForWord* to Literacy Advanced
   - ❑ *Fast ForWord* to Reading Prep
   - ❑ *Fast ForWord* to Reading 1
   - ❑ *Fast ForWord* to Reading 2
   - ❑ *Fast ForWord* to Reading 3
   - ❑ *Fast ForWord* to Reading 4
   - ❑ *Fast ForWord* to Reading 5

2. **Gateway Activation Code is:** _____

3. **Gateway Organization ID is:** _____

4. **Gateway Password is:** _____

5. **The Fast ForWord Coordinator at your school is:**

   _____

6. **The Technical Coordinator at your school is:**

   _____

7. **How is your organization configured?**
   - ❑ Networked Configuration
   - ❑ Stand-Alone Computers

8. **Did your organization purchase Fast ForWord Progress Tracker?**
   - ❑ Yes
   - ❑ No, we will use *Fast ForWord* Results screen to check participant data

NOTE

The Organization ID is used to register for Customer Connect, including *Fast ForWord* Progress Tracker.

Before You Start Participants on a *Fast ForWord* Product

Checklist	Date Completed
❑ Finalize Participants' and Coach's schedule	_____
❑ Determine who is responsible for Daily Steps	_____
❑ Determine who is responsible for determining participant success	_____
❑ Choose which Motivational Activities your school will use	_____
❑ Review *Fast ForWord Best Practices Guide* in your *Fast ForWord Professional Development Resources CD* and Customer Connect (www. scientificlearning.com/gateway/customerconnect) for tips and ideas on implementing Fast ForWord products in your school	_____
❑ Complete pre-testing: Schools should take assessments before and after participants participate, then compare outcomes to quantify results	_____
❑ Your technical personnel have completed all the steps in the "Technical Implementation Checklist"	_____
❑ Ensure that all participants are enrolled and assigned to the appropriate product	_____
❑ Complete observational surveys through Progress Tracker	_____
❑ Create a Participant Folder for each participant to include the following: • Exercise Percent Complete Charts – To be completed weekly • Points Charts – To be completed daily • Performance Reports – Can be printed from either Results screen or Fast ForWord Progress Tracker • Intervention Log • Journal Entries – Teachers, coaches, participants and parents should be encouraged to journal each participant's advancement throughout their Fast ForWord session.	

NOTE

Motivation charts and observational surveys can be downloaded from Customer Connect (www.ScientificLearning.com/gateway/customerconnect) or from your *Fast ForWord Professional Development CD*.

Definition of Roles

Throughout this training session, this workbook will refer to various individuals who use *Fast ForWord* products. The following provides a description of each role or primary user:

- ***Fast ForWord* Administrator** - the Administrator holds a leadership position at the school, usually the principal or assistant principal. This person assesses school and participant needs, determines school goals, manages instructional programs, and affects school climate.
- ***Fast ForWord* Manager** - the Manager holds a professional position at the school, usually a lead speech, language, reading, or literacy teacher. This person selects participants, monitors and analyzes data, administers pre- and post- testing, assesses participant needs, and schedules participants. This person also serves as a resource and supervisor to the coach.
- ***Fast ForWord* Coach** - the Coach can be either a professional such as a teacher or a paraprofessional/support person at the school, usually a classroom assistant, parent volunteer, or retired teacher. This person motivates participants, follows the recommended protocol, and provides overall support to participants as he or she oversees the daily activities of implementing the *Fast ForWord* family of products. The Coach must have basic computer skills as well as the ability to access and interpret participant data.
- ***Fast ForWord* Participant** - the Participant is the individual, such as a student or child, who works on the *Fast ForWord* products.

Understanding the Science Behind Fast ForWord Products

DISCUSSION. Let's talk about how the brain learns.

1. What is Brain Plasticity? _____

_____

2. When can the brain change? _____

_____

3. Struggling readers show slower and less frequent activity in the areas of the brain affecting (check all that apply):

- ❑ Working Memory
- ❑ Attention
- ❑ Rapid Auditory Processing
- ❑ Sequencing
- ❑ Oral Language

4. Why are oral language skills so important for students to become effective readers?

_____

Implementing the Fast ForWord Products

1. Which populations can benefit from *Fast ForWord* products? (Check all that apply.)

   - ❑ English Language Learners
   - ❑ Special Education
   - ❑ Title I
   - ❑ Talented and Gifted
   - ❑ Adults
   - ❑ General Education

2. *Fast ForWord* software builds learning capacity through developing students' cognitive skills:

   M_____ **A**_____ **P**_____ **S**_____

3. Based on the science presentation, which students might benefit from the software?
4. *Fast ForWord* products come with specific time protocols for use – number of minutes per day and days per week. Why is it important to follow the protocol?
5. How will you integrate the protocol in your school schedule?

   _____

6. What five words best summarize your understanding about *Fast ForWord* products?
7. As you work with students on *Fast ForWord* software, what key areas do you need to monitor so the products can work effectively?

   C_____ **A**_____ **P**_____ **S**_____

Exercise Demonstrations (Hands-on)

DISCUSSION

1. Which exercise did you like most? _____
2. Which was most challenging for you? _____
3. Which exercise will be most challenging for your students?

   _____

4. How will you help your students with this challenging exercise?

   _____

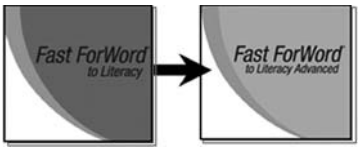
Throughout this book you will see the **CAPS** icon. This is the Student Success Formula for *Fast ForWord* products. CAPS is an acronym for Completion, Attendance, Participation, and Sequence.

The *Fast ForWord* Family of Products

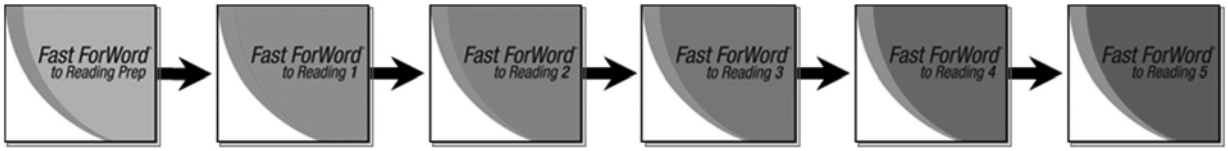
Fast ForWord® software is a neurological reading intervention product that applies neuroscience principles to build learning capacity. For an overview of targeted skills, see "Fast ForWord Products and Targeted Skills" in the *Appendix* (pages 140 and 141).

Language Series — Elementary

Language Series — Adolescent

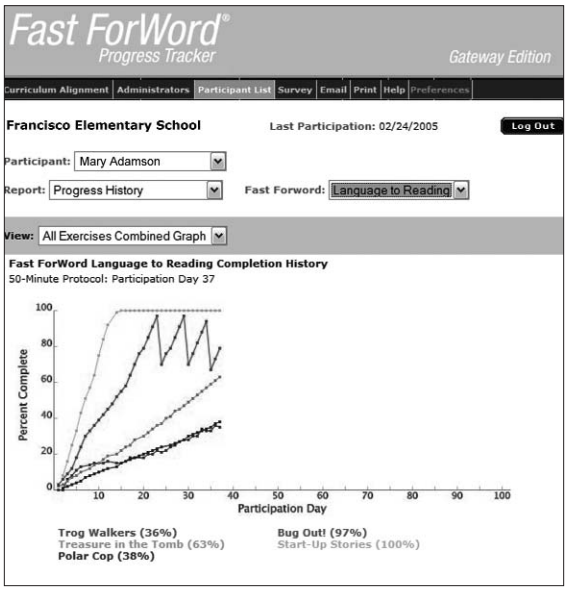


Reading Series



Fast ForWord Progress Tracker

Online Data Analysis and Tracking Tool



Fast ForWord Product Support

Support Contract — We Care Support

Our We Care Support Contract gives you access to all of the expertise and resources you need to get the best results from using Fast ForWord products in your school or district.

- ❒ **Automatic Product Patches and Updates**
- ❒ **Technical Support:**
  888-358-0212 (US & Canada), 520-917-1200 (International)
  support@scilearn.com
- ❒ **Instructional Support:**
  888-358-0212 (US & Canada), 520-917-1200 (International)
  instructionalsupport@scilearn.com
- ❒ **Progress Tracker Support:**
  888-358-0212 (US & Canada), 520-917-1200 (International)
  instructionalsupport@scilearn.com
- ❒ **Progress Monitoring**
- ❒ **Customer Connect Website:** www.scientificlearning.com/gateway/customerconnect
  - Quick Downloads
  - Motivation Charts
  - Knowledge Base
- ❒ **Online Training via WebEx Sessions**
- ❒ **15% Discount at National Circle of Learning Conference**

Fast ForWord Customer Connect

We've mentioned the *Fast ForWord* Customer Connect website several times. As you've learned, Customer Connect provides the most updated resources and information to support you as you provide *Fast ForWord* products.

TRY IT! Visit the *Fast ForWord* Customer Connect Website.

1. Verify that your computer is connected to the Internet.
2. Open a web browser and visit the Scientific Learning website: www.ScientificLearning.com.
3. Click the **Support** button.
4. Select edition of Fast ForWord products that you have.
5. At the login prompt, enter your Login Email and password.
6. When you enter Customer Connect, down load a percent complete and/or points chart.

LESSON 1:
Best Practices for Implementing *Fast ForWord* Products

Successfully implementing a *Fast ForWord* product involves managing computers, staff, and participants. The five steps include:

1. Set the Plan
2. Schedule Professional Development
3. Set the Schedule
4. Create the Learning Environment
5. See the Gains

What You'll Learn

When you complete this lesson, you will learn how to:

- Select participants for *Fast ForWord* products
- Collect the necessary information about participants for enrollment
- Set up the learning environment for *Fast ForWord* products
- Be an effective coach or learning partner

Best Practices Implementation Plan - 5 Steps

1 *Set the Plan*

- ☐ Assess School and Participant Needs
- ☐ Specify Goals
- ☐ Maximize Resources

2 *Schedule Professional Development*

- ☐ Review Online professional Development Courses
- ☐ Attend On-site Training
- ☐ Work with School and Community

3 *Set the Schedule*

- ☐ Schedule Participants
- ☐ Conduct Pre-Testing
- ☐ Follow Product Protocol
- ☐ Follow Product Sequence
- ☐ Coordinate Product Timeframe

4 *Create the Learning Environment*

- ☐ Setup Lab/Classroom Environment
- ☐ Implement Protocol
- ☐ Supply Motivation/Rewards
- ☐ Provide Supervision/Coaching
- ☐ Contact Support Network

5 *See the Gains*

- ☐ Review *Fast ForWord* Progress Tracker Data
- ☐ Administer Post-Testing
- ☐ Report Results

BEST PRACTICES STEP 1:

SET THE PLAN

- ☑ **Assess School and Participant Needs**
- ☑ **Specify Goals**
- ☑ **Maximize Resources**

Set the Plan

Assess School and Participant Needs

How do you decide who should participate when there are more participants than available computers?

All participants must be able to:

- Recognize primary colors
- Understand "small" and "large"
- Understand "same" and "different"
- Associate a tone with a symbol

DISCUSSION. What groups might have difficulty with these requirements? How can you help them overcome these difficulties? Review the following levels to help you determine who should participate.

- Title 1
- At-Risk
- Most in need of reading intervention
- Reading below grade level
- Showing little interest in reading
- Experiencing difficulty associating letters with sounds
- Speaking in simple, short sentences
- Having difficulty communicating and following directions

1. Who has been selected to use *Fast ForWord* products?

   _____

2. How were they selected?

   _____

3. What considerations need to be made for this group? Why?

   _____

   _____

Additional Considerations

- Consistent attendance
- Family support
- Regular classroom teacher support
- Goals
- Pre-testing
- Staff/Parent awareness
- Can wear headphones for 48 to 100 minutes a day
- Can sit at the computer for up to 20 minutes at a time
- Expand participation to include entire classes or grade levels

Specify Goals (Keep your goals measurable!)

What are the goals for your *Fast ForWord* implementation?

District Goal?

_____

_____

School Goal?

_____

_____

If you don't know what the goal is, please contact your *Fast ForWord* Manager and/or administrator.

Maximize Resources

How many labs will be running *Fast ForWord* products?

_____

_____

Are your computer labs utilized every period of the day?

_____

_____

How might you schedule another group in your lab?

_____

_____

BEST PRACTICES STEP 2:

SCHEDULE PROFESSIONAL DEVELOPMENT

- ☑ **Review Online professional Development Courses**
- ☑ **Attend On-site Training**
- ☑ **Work with School and Community**

Schedule Professional Development

Review Online Professional Development Courses

Online professional development provides critical information about how the brain learns, why the products are effective, and how to successfully administer *Fast ForWord* products. Schools that actively participate in professional development and onsite training consistently cite this information as extremely helpful in successfully implementing *Fast ForWord* products.

	Date Completed
■ **Fast ForWord Getting Started** (www.scientificlearning.com/gettingstarted) - online tutorial covers product implementation	_____
■ **BrainConnection Professional Development** (www.brainconnection.com/pd) - online mini-courses designed for educators who want to increase their knowledge about how the brain works and how we learn.	_____
■ **Web Seminars** (www.scientificlearning.com/gateway /customerconnect) - Recorded sessions on various *Fast ForWord* topics. These focused training sessions are available 24/7 and can be replayed at any time.	_____

Attend On-Site Training

On-site training sessions educate school staff about

- Why the brain can learn at any age and the science behind *Fast ForWord* products
- Practical strategies for successfully implementing the products in a school
- Effective coaching methods, motivational strategies, and intervention techniques
- Administrative procedures and daily steps
- Reviewing participant performance with *Fast ForWord* Progress Tracker

Work with School and Community

Inform staff and parents about the skills that *Fast ForWord* products develop and what results to expect. Enlisting school and community involvement helps support and motivates participants working in the products.

Teacher Awareness

Date Scheduled

_____

Hold teacher awareness sessions to inform staff about the school's *Fast ForWord* implementation. Topics include:

- Reading and cognitive skills that *Fast ForWord* products develop
- What results to expect in the classroom
- Importance of following the product protocol to achieve maximum benefit
- How error reports can help identify key concepts that need strengthening
- Demonstrations of the product exercises
- Motivational system the school plans to use

Downloadable materials are available to customers with a Support Agreement in *Fast ForWord* Customer Connect (www.scientificlearning.com/gateway/customerconnect), our We Care Support Center site.

Parent Involvement

Date Scheduled

_____

Let parents know, through parent meetings or written communication, their child is participating in a research-based product that

- Builds cognitive skills necessary for reading (memory, attention, processing, and sequencing)
- Develops reading skills (phonemic awareness, phonics, fluency, vocabulary, and comprehension)
- Improves self-esteem and classroom participation
- Requires participants to follow the product protocol

DISCUSSION

1. How will you communicate with classroom teachers regarding *Fast ForWord* progress?

   _____

   _____

2. How will you involve parents in *Fast ForWord* success?

   _____

   _____

BEST PRACTICES STEP 3:

SET THE SCHEDULE

- ☑ **Schedule Participants**
- ☑ **Conduct Pre-Testing**
- ☑ **Follow Product Protocol**
- ☑ **Follow Product Sequence**
- ☑ **Coordinate Product Timeframe**

Set the Schedule

Schedule Participants

During your first *Fast ForWord* implementation, you may have more potential participants than available computers. We have developed a Placement Chart to help you decide who will participate first in *Fast ForWord* exercises. Below is a sample chart for Grades 1-5 which shows the first product recommended depending on student reading level. Visit Customer Connect for charts on each grade level and different student populations (www.ScientificLearning.com/gateway/customerconnect).

Placement Table for At-Risk Readers

Grade Level	Grade Level versus Reading Grade Equivalent		
1	Language Basics	Language Basics	Reading Prep
2	Language Basics	Language	Reading 1
3	Language	Reading 1	Reading 2
4	Language	Reading 1	Reading 2
5	Language	Reading 2	Reading 3

Conduct Pre-Testing

Schools should take assessments before and after participants participate, and then compare outcomes to quantify results.

- **Formal Assessments**
  Reading Progress Indicator (RPI) is available within *Fast ForWord* Gateway to provide pre- and post-testing. Schools may also choose to use other formal assessments, such as statewide achievement tests and other standardized tests. Visit the *Results* section of the Scientific Learning website for details (www.scientificlearning.com/results).
- **Informal Assessments**
  Informal assessments, including the Parent and Teacher Observational Surveys, help assess participant behavior, such as the ability to follow directions or pay attention. These are available on Customer Connect (www.scientificlearning.com/gateway/customerconnect) or within *Fast ForWord* Progress Tracker (see *Section 2*, *Fast ForWord Progress Tracker* on page 43).

Follow Product Protocol

Neuroscience research confirms the importance of frequency and intensity of activity to build and strengthen new skills. The protocols are based on these principles. The following lists your options:

30 Min	40 Min	50 Min	75 Min	90 Min
■ Three 10-minute exercises ■ 5 days/week ■ 12-16 weeks	■ Four 10-minute exercises ■ 5 days/week ■ 9-13 weeks	■ Five 10-minute exercises ■ 5 days/week ■ 6-10 weeks	■ Five 15-minute exercises ■ 5 days/week ■ 5-8 weeks	■ Five 15-minute exercises ■ 5 days/week ■ 4-7 weeks

NOTE

For students to benefit from the Fast ForWord product, it is important to strictly follow the given training protocol for a product.

Follow Product Sequence

The Fast ForWord Product Use Chart identifies the sequence for participants to use our products relating to their grade level and their current performance. You may view this chart at each grade level on Customer Connect (www.ScientificLearning.com/gateway/customerconnect).

Coordinate Product Timeframe

First, review the protocols to determine the number of weeks recommended for each product. Once the protocols have been chosen, schedule the products into the school calendar and school day.

NOTE

For sample schedules, check Customer Connect.

DISCUSSION

When or what issues should you consider when scheduling the products into the school calendar?

- _____
- _____
- _____
- _____

And the school day?

- _____
- _____
- _____

BEST PRACTICES STEP 4:

CREATE THE LEARNING ENVIRONMENT

- ☑ **Set Up Lab/Classroom Environment**
- ☑ **Implement Protocol**
- ☑ **Supply Motivation/ Rewards**
- ☑ **Provide Supervision/ Coaching**
- ☑ **Contact Support Network**

Create the Learning Environment

Set Up Lab/Classroom Environment

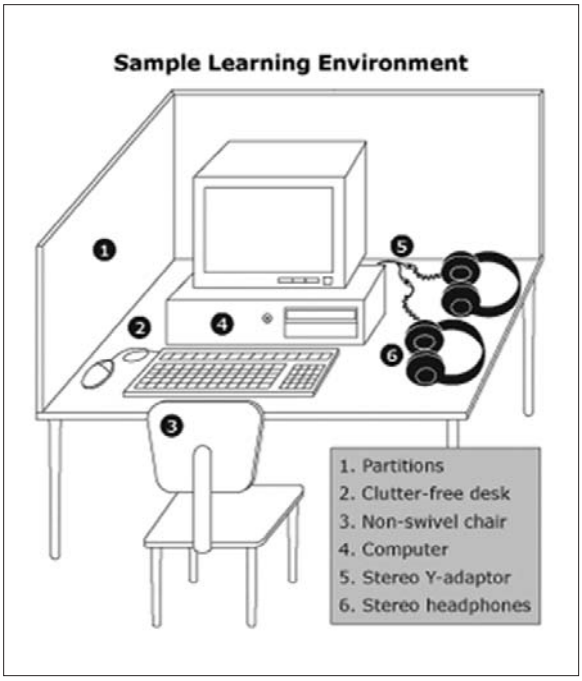
Prepare for a smooth implementation at your school by making sure that your learning environment meets the technical requirements. If you ever have a problem installing *Fast ForWord* products, please contact your school's Technical Coordinator or call Scientific Learning We Care Support Center at (888) 358-0212.

TRY IT! Refer to the graphic and the checklist below for requirements to ensure a smooth implementation.

- ❑ Computers meet the technical requirements[1]
- ❑ All the products are installed and configured[1]
- ❑ One set of high-quality stereo headphones per computer[2]
- ❑ One set of stereo headphones per coach[2]
- ❑ One set of stereo headphones Y-adapter (or Y-connector) per computer
- ❑ Headphones plugged directly into the computer[2]
- ❑ Access to a printer
- ❑ Telephone access

[1]*See www.scientificlearning.com /gateway/techrequirements for a list of technical requirements and installation instructions.*

[2]*Headphones must have padded headband and ear cups that completely cover the ear.*



NOTE

It is important to have spare y-adapters on hand so coaches can listen with students.

Administer Post-Testing

Administer post-testing to participants after they complete *Fast ForWord* products to measure gains. Look at the "whole" person. Gains can be seen in:

- Exercise data
- Standardized post-testing results
- Overall participation in class and conversation
- Attention
- Self-esteem

BEST PRACTICES STEP 5:
SEE THE GAINS

- ☑ Review *Fast ForWord* Progress Tracker Data
- ☑ **Administer Post-Testing**
- ☑ **Report Results**

Report Results

When participants complete *Fast ForWord* products, celebrate and share their accomplishments with school staff, parents, and participants. Results can be communicated instantly to administrators, teachers, parents, and participants using the Progress Tracker e-mail and print features to send reports.

Administrator reports compare performance for participant groups based on gender, grade, ethnicity, and other selective socioeconomic factors, such as At-Risk, Limited English Proficiency, Title 1, and more. This data can be especially useful for responding to some of the recent educational initiatives, which require quantitative results that demonstrate the efficacy of scientifically based products, especially those targeting at-risk participants.

Finally, review the goals created when the school set the plan, how these goals have been addressed, and then use this information to help you with your next class of *Fast ForWord* participants.

Finish and Assign a New Participant

After a participant completes a Fast ForWord product, as indicated by a Switch or Complete flag in Progress Tracker (will be covered in Section 2), the following tasks need to be completed:

1. Finish the student's enrollment in the current product
2. Recognize the student's accomplishment
3. Assign the next Fast ForWord product, if time permits

Please see "Moving on to the Next *Fast ForWord* Product" on page 144 of the *Appendix*.

Review Lesson 1: Best Practices for Implementing *Fast ForWord* Products

How Do I		*Do This*
1.	*What are the main tasks that you need to perform when setting the schedule for a Fast ForWord product?*	• Schedule participants • Conduct pre-testing • Follow product protocol • Follow product sequence • Coordinate product time frame
2.	*Set up the lab/classroom environment?*	Verify: • Computers meet the technical requirements (www.scientificlearning.com/gateway/customerconnect) • All the products are installed and configured (www.scientificlearning.com/gateway/customerconnect) • One set of high-quality stereo headphones per computer • One set of stereo headphones per coach • One set of stereo headphone Y-adapter (or Y-connector) per computer • Headphones plugged directly into the computer • Access to a printer • Telephone access
3.	*Fill in the blanks*	a. Review your best practices plan _____ ☐ Daily ☐ Weekly ☐ Monthly ☐ Occasionally b. Share your goal with _____, _____, _____

LESSON 2:
Managing Participants & Generating Excitement

To get your Fast ForWord Implementation off to a good start, it is not enough to just manage and enroll participants, you need to generate excitement early. By conducting awareness sessions with your teachers, parents and students, you set the stage for a great implementation with great results!

Before you can manage participants, you need to enroll them. There are two options for enrollment:

- Individual
- Template

What You'll Learn

When you complete this lesson, you will learn how to:

- Enroll individual participants
- Enroll multiple participants
- Edit participant information
- Upload participant data
- Back up and archive participant data
- Observational survey
- Conduct a staff, parent or student awareness session

NOTE

Participants may be enrolled in multiple groups to facilitate reporting.

For example, Susie Smith can be a member of both Lab Session A and Mrs. Miller's class.

About Enrollment

Participants should be enrolled only once and may be assigned to multiple groups, if necessary.

What demographic categories might you track?

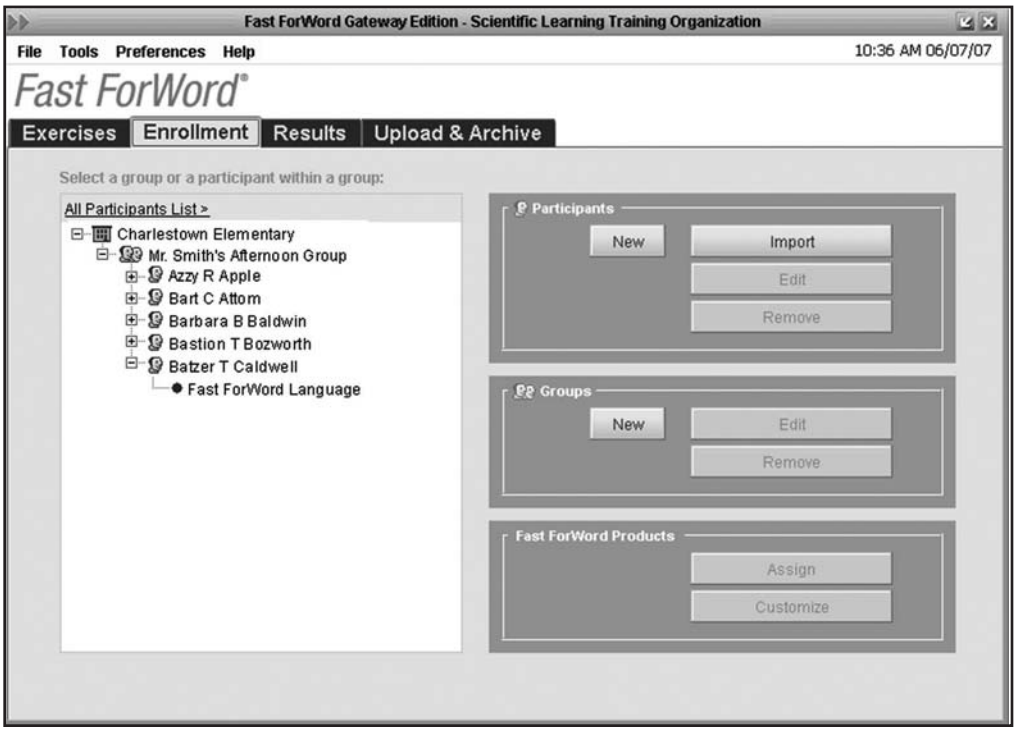
_____

_____

What groups will you create?

_____

_____



TIP

Prior to enrolling participants find out whether your school has computer-based lists of students, which could include important participant information such as date of birth, gender, and more. These lists can be imported into the *Fast ForWord* product via the Microsoft Excel spreadsheet to create participants, saving a lot of time during the enrollment process.

Creating Groups

Creating Groups is a necessary step prior to participants starting on any *Fast ForWord* product.

List some groups you'd like to create for better reporting collection. Some examples are Fall 2007, Mrs. Smith's or *Fast ForWord* Language group.

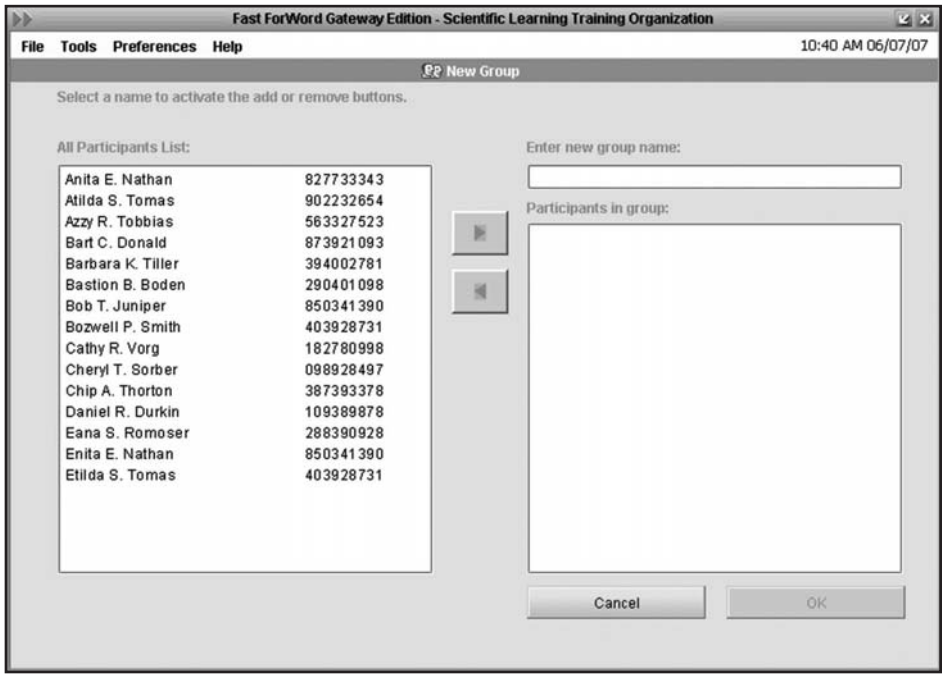
- ❑ _____ ❑ _____
- ❑ _____ ❑ _____

TIP

When creating unique groups, include the semester, year, or some other clue to help decipher the difference between groups. For example: *Ms. Jones – Fall 05*.

TRY IT! Using the following instructions, create a new group called "Afternoon Group" and add two participants to that group.

1. Click the **Enrollment tab**. If prompted, enter your login and password.
3. Under Groups, click **New**.
4. Under **Enter new group name**, enter the name you would like to assign to the new group.
5. Click **OK**. The new group is created, and you are ready to add to the new group.



NOTE #1

For any participant groups that you create or edit, the names you create are case sensitive.

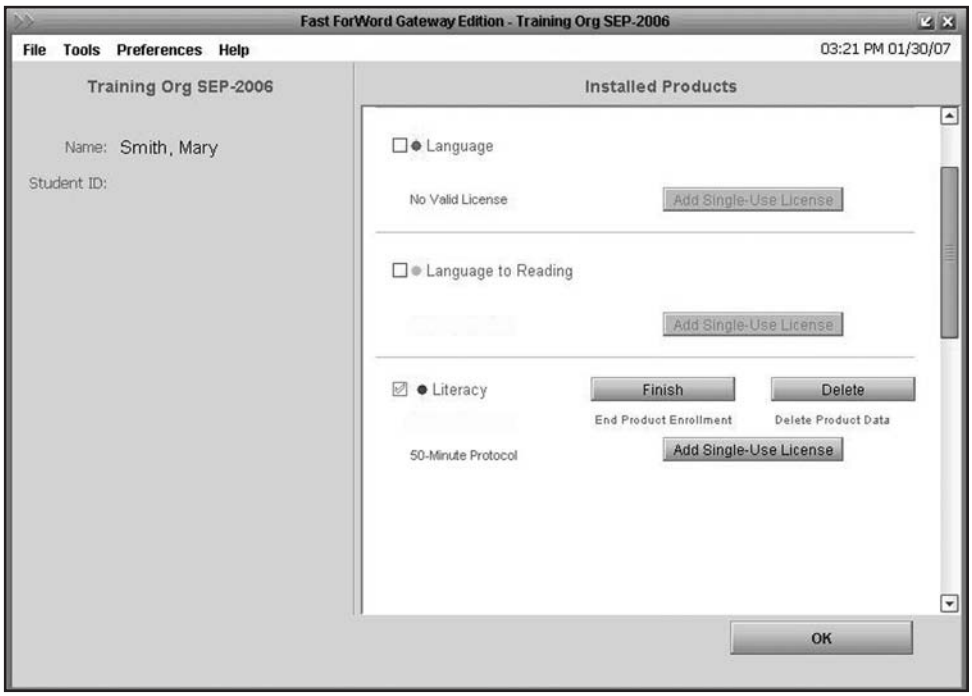
NOTE #2

If a participant is already attached to a group, his or her name will be grayed out in the left column.

Enrolling Individuals

1. Click the **Enrollment** tab.
2. If prompted, select your login and enter your password.
3. Under Participants, click **New**. The New Participant screen appears.
4. Enter the information for that participant and click **Next**. You must enter the *first name*, *last name*, *date of birth*, *gender*, and *grade level* for that participant.
5. Confirm that all of the information is correct, click **Next**.
6. Select an existing group for that participant and click **Next**.
7. If you do not see a group, you will need to create a group. (See *Creating Groups* on page 21.)
8. From the Assign screen, select the product next to the participant name and click **OK**.

To enroll multiple participants, see "Enrolling Multiple Participants" on page 142 of the *Appendix*.



Assign Screen

Selecting Protocols

Which protocol will your school use? *(See Product Protocol chart on page 15.)*

_____

How will you ensure that participants will work for the entire ___ minutes, ___ days a week and the required number of weeks?

_____

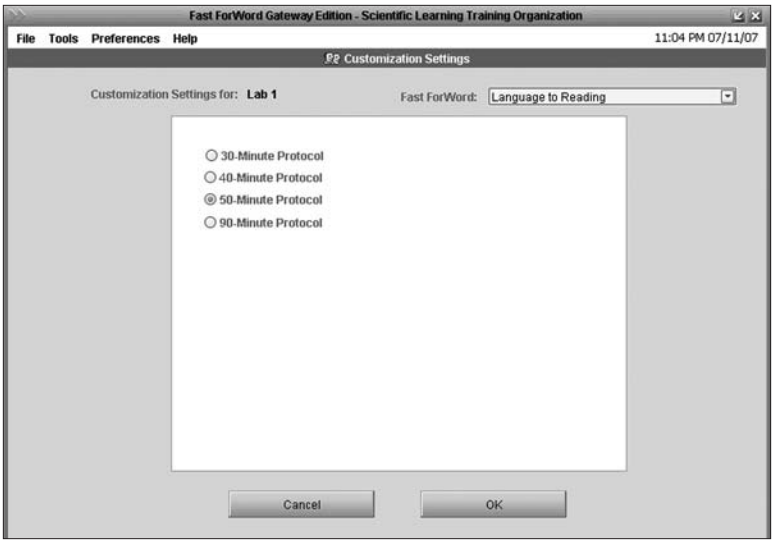
_____

TRY IT! Use the following instructions to select a protocol for a participant.

1. Click the **Enrollment** tab.
2. If prompted, select your login and enter your password.
3. Select a participant or group and under *Fast ForWord* Product, click **Customize**.
4. Select the appropriate product from the *Fast ForWord* pull-down menu.
5. Under Protocol, select the radio button next to your chosen protocol.

   If an alternate protocol is available for the selected product, it is displayed in this section.
6. Click **OK**.

   The next time the participant begins the exercises for that product, the alternate protocol will be active. Please note that the participation level score in the Results screen will adapt to reflect the participant's change in protocol.



Customize Screen

BEST PRACTICES STEP 4:

CREATE THE LEARNING ENVIRONMENT

- ☑ Set Up Lab/Classroom Environment
- ☑ **Implement Protocol**
- ☑ Supply Motivation/ Rewards
- ☑ Provide Supervision/ Coaching
- ☑ Contact Support Network

Preparing for a Successful First Day

To accomplish a successful first day on a *Fast ForWord* product, set up expectations and demonstrate the *Fast ForWord* exercises for the students.

DISCUSSION

☑ Explain the Purpose

Based on what you've learned so far about Fast ForWord products, how would you explain the purpose to students?

_____

_____

☑ Explain How the Purpose Will Be Achieved

It is important to explain to your participants how you will achieve the purpose/results.

"To become better learners, we will have to come to the Fast ForWord lab daily. Let's talk about our expectations for our Fast ForWord lab."

1. We must maintain a _____ room.
2. We must _____ our peers and our equipment.
3. Only take breaks _____ exercises, and only if necessary.
4. _____ if you need help or have a question.
5. Come to class every day, _____.

☑ Demonstrate the Exercises

Let's learn about how to do our Fast ForWord exercises so that when you come in tomorrow you will know the rules and the instructions.

- Demonstrate the exercises on a Smart Board or other projective device to make all of the directions clear and to discuss strategies for correct responses with students.
- Make it clear from the beginning, that accuracy is the key. (Do not speed through the exercises.)

TIP

Explain these tips when demonstrating the exercises.

Click: Be ready to focus and listen before you click

Listen: Focus, listen carefully; each item will be presented only once

Think: Repeat to yourself before you enter your answer

Respond: Take your time; responding too quickly can lead to mistakes

☑ Explain Why They Will Be Using the *Fast ForWord* Exercises

In addition, students are more successful when they understand why they are working on *Fast ForWord* software.

1. Develop one analogy for brain training which will be useful during your demonstration day.

   _____

   _____

2. How can you demonstrate the importance of accuracy over speed?

   _____

   _____

Motivation and Rewards

In addition to the built-in positive reinforcements provided by Fast ForWord products such as the correct response points system and the clever visual reward animations, it is beneficial to implement a motivational and reward system from the beginning to keep students on task.

Which motivational activities will you implement?

- ❑ Bulletin Board
- ❑ Token Economy
- ❑ Rewards
- ❑ Recognition
- ❑ _____
- ❑ _____

For suggestions, see "Motivational Activities" on Customer Connect (www.scientificlearning.com/gateway/customerconnect); ***Fast ForWord*** **Percent Complete** and **Points Charts** are available on the *Professional Development Resource CD*.

TIP

Design customized motivational systems for participants such as:

■ Contests ■ Bulletin board displays ■ Recognition ceremonies

For examples of motivational activities by product, refer to the *Fast ForWord Product Resources* section of this workbook.

Review Lesson 2: Managing Participants & Generating Excitement

Congratulations! You just completed Lesson 2. Let's review what you just learned.

How Do I		*Do This*
1.	*Allow participants to work on the exercises?*	The enrollment process registers participants into *Fast ForWord* products. Without this process, participants will not be recognized by the product and in turn, will not be able to start working on the exercises.
2.	*Enroll multiple participants?*	**1**. Enter existing participant information into our Microsoft® Excel spreadsheet template. **2**. Import the file into the Fast ForWord product to create participants using the **Import** option. **3**. Assign participants to a product.
3	*Prepare students for the first day?*	■ Explain the purpose ■ Explain how the purpose will be achieved ■ Demonstrate the exercises ■ Explain why they will be using the Fast ForWord exercises
4	*Find resources and suggestions for motivations and rewards?*	For the most updated resources and suggestions for motivations and rewards, visit Customer Connect (www.scientificlearning.com/gateway/customerconnect)

LESSON 3:
Daily Steps for Coaches

In addition to providing daily monitoring and motivation of your students, here are taskshe tasks you'll need to perform on a daily basis:

- Preparing computers for the day
- Starting the exercises
- Exiting the exercises

For additional information about your daily steps with *Fast ForWord* products, refer to the Quick Steps card provided on Customer Connect at www.scientificlearning.com/gateway/customerconnect. This card is also provided in your training box.

What You'll Learn

When you complete this lesson, you will learn:

- What to do prior to participants starting the exercises for the day
- How to start the exercises for the day
- What to do after participants have completed their session for the day

BEST PRACTICES STEP 4:
SET THE SCHEDULE

- ☑ Set Up Lab/Classroom Environment
- ☑ Implement Protocol
- ☑ Supply Motivation/ Rewards
- ☑ **Provide Supervision/ Coaching**
- ☑ Contact Support Network

Best Practices for Coaches

A Coach is the participant's learning partner and plays an integral role in successful *Fast ForWord* implementations.

Coaches should:

- Prepare participants to use *Fast ForWord* products
- Prepare the *Fast ForWord* lab for participant use on a daily basis
- Offer praise to participants for their behavior, participation, and progress
- Maintain product protocol and CAPS
- Provide assistance using demonstration exercises or appropriate intervention strategies, before, during or after participants work on exercises
- Use effective behavior management strategies
- Use the internet daily to review participant progress within *Fast ForWord* Progress Tracker
- Conduct weekly conferences with participants to discuss their progress
- Share results with students, teachers, parents, and administrators

Additional responsibilities:

- Collaborate with classroom teachers on participant activity
- Ensure that Progress Tracker reports are being viewed by instructional staff and administrators (principal)
- Maintain equipment in good working order and demonstrate adequate ease with computers, including basic troubleshooting
- Communicate observations and issues to appropriate instructional staff

Prepare the Computers

Be sure to give yourself enough time before students arrive to class to prepare the computers for *Fast ForWord* products.

- Turn on Data Manager
- Turn on the student computer and monitor
- Connect headphones to the headphone jack in the computer
- Adjust the computer volume to a comfortable level
- Verify that the date and time of the computer(s) are correct
- Disable the screen saver (if applicable)
- Close all open programs

TIP

Consider using carrels to minimize visual distractions.

Before Participants Start on the Exercises

Before participants arrive to class:

- At the teacher tools, start the data manager and open *Fast ForWord* Gateway Edition on each computer.

  For a Fast ForWord stand-alone configuration, open the Fast ForWord product from the computer that the participant is using.
- Insert or verify that the *Fast ForWord* product CD is in the CD-ROM drive, if needed.
- On the Exercises screen, select the appropriate group from the pull-down menu.

When participants start for the very first time, discuss the following with students:

- Seating arrangement
- Importance of arriving on time each day
- Importance of working hard each day for the entire protocol
- Which computer they should use everyday (if using a stand-alone configuration)

NOTE

In a network configuration, it is not necessary to use the same computer everyday (but it is recommended).

TIP

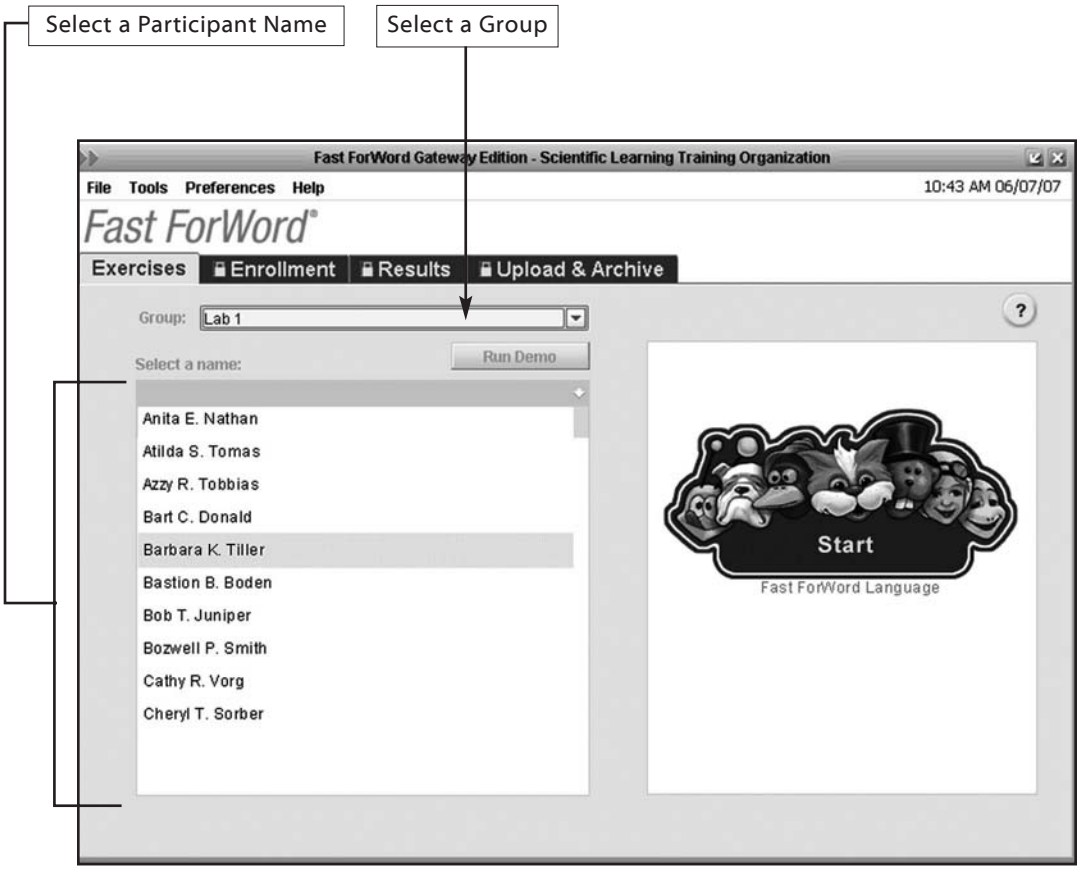
Allow extra time at the beginning and end of class to start up and shut down the *Fast ForWord* product.

Start the Exercises

When you have prepared the computers for participants to work on the *Fast ForWord* product, start the exercises.

TRY IT! Using the instructions below, start the exercises for one of the *Fast ForWord* products and work on a few of the exercises. See page 105, *Fast ForWord Product Resources* for exercise descriptions and shortcut keys.

1. From the Group pull-down menu, select the name of a group.
2. Select a participant.
3. Click the *Fast ForWord* product graphic on the right side of the screen.
4. Verify that the participant is wearing headphones and is ready to work.
5. Verify that the correct participant name is listed on the screen.
6. Participants may select any exercise.
7. Listen in with participants and provide encouragement and assistance.



After Participants Have Finished for the Day

1. After participants have completed the exercises, have the participants record scores on points charts (please refer to the sample points charts in the *Fast ForWord Professional Development Resource CD*).
2. Review the Success Viewer to see advancement towards completion. (You will learn more about this tool in the next lesson.)
3. Click **Exit** to leave the Success Viewer.
4. Upload participant data if automatic upload is not set from the Teacher Tools computer (networked) or from each stand-alone computer. (See next page for instructions.)
5. Choose **Quit** from the File menu on each computer.
6. Acknowledge student success for the day (completed all of their exercises, completed protocol minutes), for working hard, etc.
7. Fill in motivational charts (exercise percent complete, points, etc.)
8. Provide feedback to students. (Review Success Viewer or Progress Tracker together, see next lesson.)

TIP

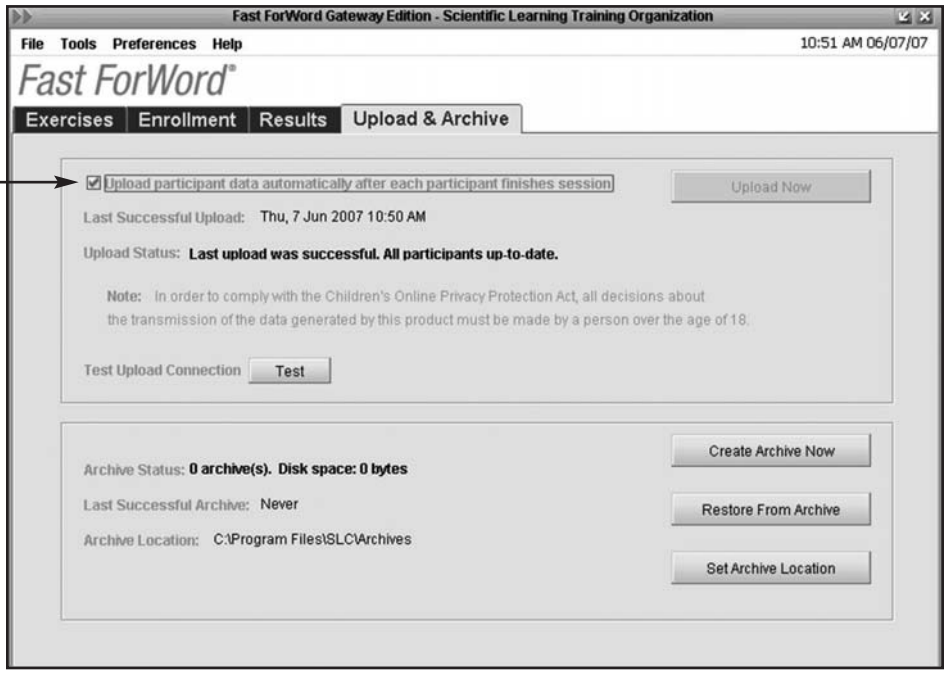
You can exit an exercise early in any *Fast ForWord* product. To exit early, allow a participant to respond to a stimulus. Next, press the Control or Apple key and the Equal key at the same time.

Please note that this should only be performed by a coach.

Uploading Participant Exercise Data (*Fast ForWord* Progress Tracker Users Only)

Scientific Learning recommends activating the automatic upload feature with the Fast ForWord product. This allows you to view the most current participant progress reports from Fast ForWord Progress Tracker.

Click checkbox to activate an automatic upload of participant data after each participant session (recommended).



TRY IT! In some cases, you might want to upload participant data manually. Practice uploading participant exercise data.

NOTE

To comply with the Children's Online Privacy Protection Act, all decisions about transmission of the data generated by this product must be made by a person over the age of 18.

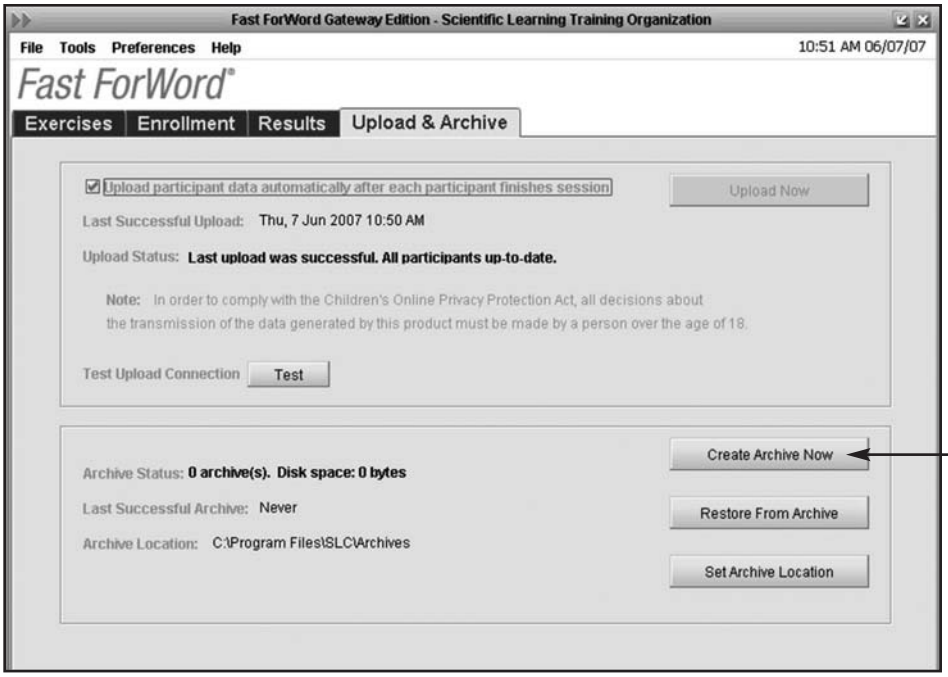
1. Open the *Fast ForWord* product.
2. Click the **Upload & Archive** tab. The Upload & Archive screen appears (shown on page 33).
3. If prompted, select your login and enter your password.
4. If needed, click the **Test** button to verify that the computer can connect to Scientific Learning.
5. Click the **Archive Now** button. The *Fast ForWord* product uploads all participant data.

Archiving Participant Exercise Data

Fast ForWord products have an automatic backup feature, which is located on the Upload & Archive screen. Each participant's data files are automatically backed up and saved on the computer at the end of that participant's work session. If you archive the data on an external hard drive, a network drive, or a Zip disk periodically, you can easily restore the complete *Fast ForWord* setup in case of computer failure.

TRY IT! Practice archiving participant exercise data.

1. From the Upload & Archive screen, click **Set Archive Location** and select a network drive, an external hard drive, or a Zip disk as the archive location.
2. If you don't have rights to configure the archive location, ask your network administrator to set the archive location.
3. Click the **Create Archive** button. All the *Fast ForWord* data are now archived and saved in the selected location.



Click to create an archive

NOTE

Scientific Learning recommends archiving once a week.

Review Lesson 3: Daily Steps for Coaches

Congratulations! You just completed Lesson 3. Let's review what you just learned.

How Do I	*Do This*
2. *Start the exercises?*	**1.** Insert or verify that the *Fast ForWord* CD is in the CD-ROM drive. **2.** Open the ***Fast ForWord*** product on the computer. **3.** On the Exercises screen, select an appropriate group from the pull-down menu. **4.** Select a participant. **5.** Click the ***Fast ForWord*** product graphic on the right side of the screen. **6.** Verify that the participant is wearing headphones and is ready to work and the correct name is displayed on the screen. **7.** Allow participants to select any exercise and click **OK**.
3. *End the exercises for the day?*	**1.** After participants have completed the exercises, record scores on points charts. **2.** Review the Success Viewer to see advancement towards completion. **3.** Close Fast ForWord Gateway by selecting **File**, and then **Quit**.
3. *Upload participant data?*	**1.** Connect the computer with the data manager to the Internet. **2.** For stand-alone configuration, connect the computer from the computer on which the participant worked to the Internet. **3.** Open the **Fast ForWord** product. For *Fast ForWord* networked configuration, use the teacher tools to perform this task. **4.** Click the **Backup & Upload** tab. **5.** If prompted, select your login and enter your password. **6.** If needed, click the **Test** button to verify that the computer can connect to Scientific Learning. **7.** Click the **Upload Now** button.

LESSON 4:
Analyzing Participant Performance

Fast ForWord products offer several ways to analyze participant data:

- Success Viewer
- Results Screen
- *Fast ForWord* Progress Tracker

What You'll Learn

When you complete this lesson, you will learn how to:

- Review Success Viewer performance with your participants
- Use the Results screen
- Analyze participant data with the Success Viewer and the Results screen

Using the Success Viewer – for Participants

The Success Viewer provides participants with a quick status report on their performance and rewards them with immediate feedback.

TRY IT! Access the Success Viewer screen to view participant performance.

1. After you have finished working on one of the *Fast ForWord* products, wait for the Success Viewer to appear.

> **NOTE**
>
> The Success Viewer displays automatically at the end of a day's session.
>
> When you provide *Fast ForWord* products, after participants have finished a session for the day, allow participants to review and navigate the Success Viewer.

2. Review the Success Viewer screen.
   - How many points have you earned?

     _____

   - What is the current level you are in for each exercise?

     _____

3. If you wish to close this screen, click **Exit**.

When you allow participants to review the Success Viewer, they can be more motivated to continue working on the exercises. List some other methods that you can do to motivate participants by using the Success Viewer:

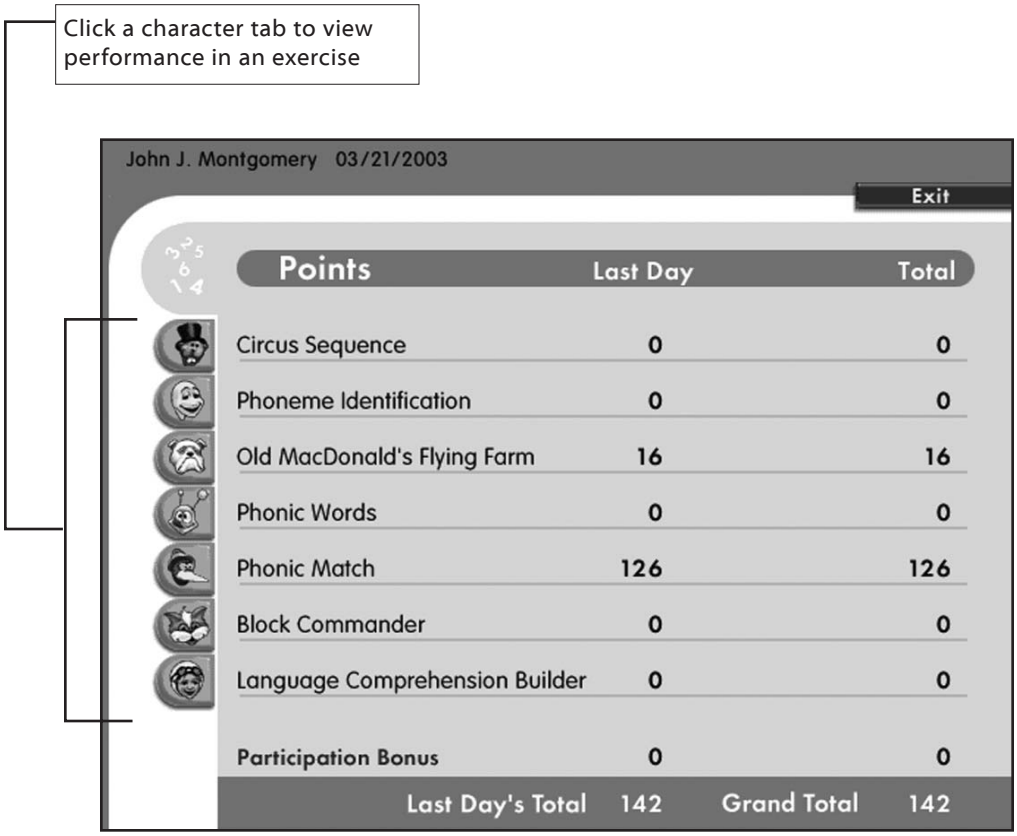
- _____
- _____

For more detailed directions on using the Success Viewer, please refer to the following on your *Fast ForWord Professional Development Resource CD* or on Customer Connect (www.scientificlearning.com/gateway/customerconnect):

- Quick Reference guides
- *Fast ForWord* Products manuals

NOTE

The latest versions of the *Quick Reference* guide and the *Fast ForWord Products Manual* are always available on Customer Connect.



Using the Results Screen – for Teachers and Coaches

The *Fast ForWord* Results screen (shown on next page) provides more detailed information than the Success Viewer. It is ideal for teachers and staff to see, at-a-glance, how the entire group or individual participants are performing.

When reviewing the Results Screen, think about the following and fill in:

- Who will review the reports? _____
- How often will you review these reports? _____
- Which reports will you share with participants? _____

  _____
- How will you use these reports to motivate participants?

  _____

  _____

TRY IT! Practice using the Results screen.

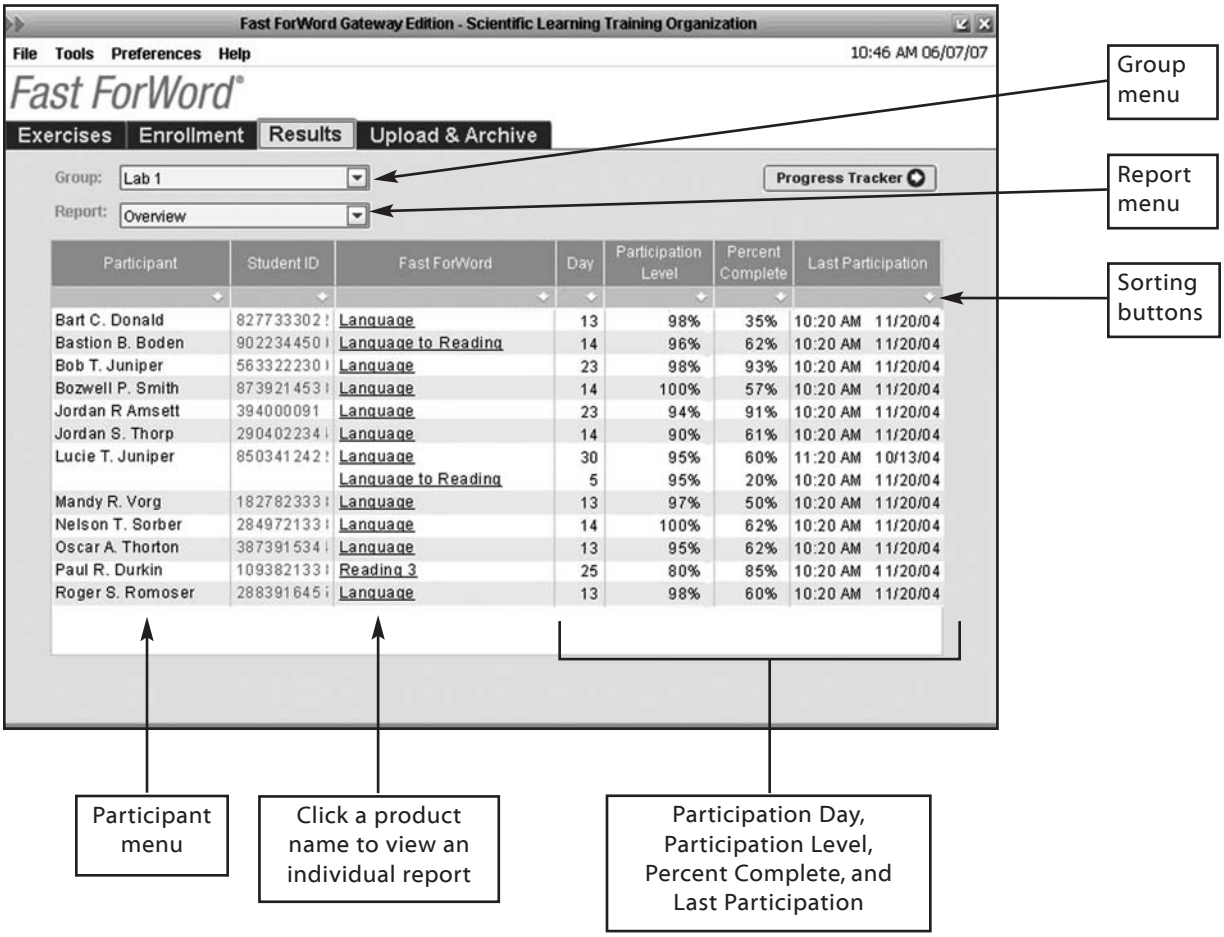
1. Using the teacher tools, open the *Fast ForWord* product.

   For a *Fast ForWord* stand-alone configuration, perform this step from the computer that the participant is using.
2. Click the **Results** tab.
3. If prompted, enter your login and password. The Results screen appears.
4. Using the data displayed on the Results screen, answer the following questions:
   - How many days are listed that you've been working on the product? _____
   - What is your Participation Level? _____
   - What is your product Percent Complete? _____
   - What is the date and time of your last participation?

     _____
5. Click the product name to view an individual report.
6. To save and print an individual report:
   - **a**. From the File menu, select **Save to Print**.
   - **b**. Save the report to the Desktop, giving it a unique name to identify the report easily.
   - **c**. Click **Save**. The report is saved as a PDF file on your desktop.
   - **d**. At this point, you can open the PDF file and print the report.

For detailed instructions on using the Results screen, please refer to the following resources on your *Fast ForWord Professional Development Resource CD* or for the most updated resources visit the Customer Connect (www.scientificlearning.com/gateway/customerconnect:):

- Quick Reference Guide
- *Fast ForWord Gateway* Edition Manual



TRY IT! View another report for a different group.

1. Click the **Group Selection** menu to view a different group.
2. Click the **Report Selection** menu and select either the **Points** report or the **Percent Complete** report.
3. Click a product name to view an individual report.

Data Analysis: Recommended Schedule of Review

Daily Analysis

- Review Success Viewer graphs with students
- Review Success Viewer points with students: look for the bonus clock to ensure all exercises are complete
- Ensure students complete recording of points information in their student folders

Weekly Analysis

- Review the Results Screen's Overview Report for overall percent complete. (The goal is 2-5% progress toward completion daily.)
- Review the Results Screen's Exercise Percent Complete Report for percent complete progress by exercise
- Ensure students folders are up-to-date with overall and exercise percent complete scores
- Conference for goal setting with each student for the upcoming week

Review Lesson 4: Analyzing Participant Performance

Congratulations! You just completed Lesson 4. Let's review what you just learned.

How Do I	*Do This*
1. *Give immediate feedback/overview to a participant who is working on the Fast ForWord exercises?*	**Success Viewer**—Wait until the end of the participant's session for the day and the screen will appear.
2. *Access the Results screen?*	**1**. Open the *Fast ForWord* product using the teacher tools. **2**. Click the **Results** tab.
3. *Access Customer Connect?*	**1**. Verify that your computer is connected to the Internet. **2**. Open a web browser and visit the Scientific Learning website: www.ScientificLearning.com. **3**. Click the **Support** button. **4**. Select the edition of *Fast ForWord* products that you have. **5**. At the login prompt, enter your Login Email and password.

Fill Ins

My Progress Monitor is: _____

I contact Instructional Support for:

_____, _____, _____

Section 2:
Fast ForWord PROGRESS TRACKER TRAINING

Goals

- ❒ Access Progress Tracker
- ❒ Assess *Fast ForWord* progress at school and/or district using Progress Tracker
- ❒ Understand the importance of Progress Tracker Reports and suggested usage
- ❒ Analyze Progress Tracker Data for individual students and groups of students
- ❒ Understand the importance of CAPS for student success
- ❒ Understand when to use Interventions and where to find resources on interventions
- ❒ Identify motivational strategies to be implemented
- ❒ Review of *Fast ForWord* Implementation to date
- ❒ Know when to use Customer Connect resources and when to contact the We Care Support Center

BEST PRACTICES STEP 5:

SEE THE GAINS

- ☑ **Review *Fast ForWord* Progress Tracker Data**
- ☑ **Administer Post-Testing**
- ☑ **Report Results**

Fast ForWord Progress Tracker

Fast ForWord® Progress Tracker is the online data analysis tool for *Fast ForWord* products. It provides real-time reports for coaches, teachers, and administrators, as well as students and parents. In this section, you will learn about *Fast ForWord* Progress Tracker, an innovative tool designed with you in mind.

Why *Fast ForWord* Progress Tracker?

Fast ForWord Progress Tracker provides clear, action-oriented information on participant, class, or group performance. Benefits include:

- Information is secure and accessible district-wide using the Internet.
- Automatic analysis, including diagnostic and prescriptive information, displayed in graphs and tables.
- Timely and specific intervention guidance provides educators with recommendations to maximize the impact of classroom reading instruction and the effectiveness of the *Fast ForWord* products.

What You'll Learn

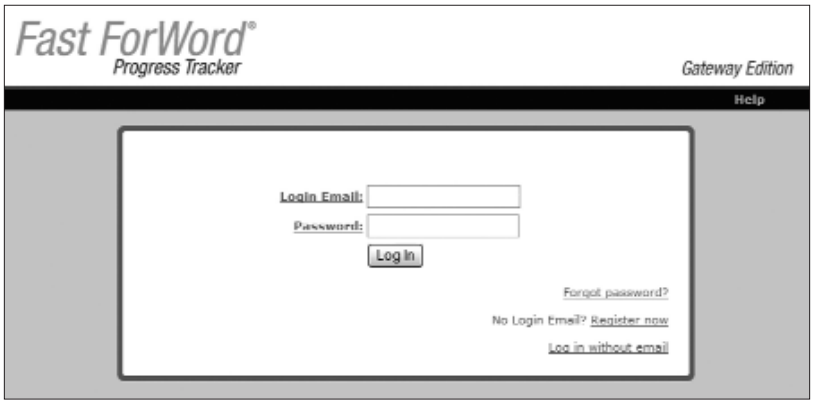
This section will help you understand the reports and features of *Fast ForWord* Progress Tracker through four simple lessons. Each lesson contains explanations of the various *Fast ForWord* Progress Tracker reports as well as instructions and illustrations on how to access each report.

In this session, you will learn the following lessons:

- **Lesson 1**: Group Reports
- **Lesson 2**: Individual Reports
- **Lesson 3**: Administrator Reports
- **Lesson 4**: Other Features

Throughout this section you will see the **CAPS** icon. This is the Student Success Formula for *Fast ForWord* products. CAPS is an acronym for Completion, Attendance, Participation, and Sequence.

Logging into *Fast ForWord* Progress Tracker



Fast ForWord Progress Tracker Login Screen

TRY IT! Using the following instructions, try each method of accessing the login screen and decide which one best suits your needs. Then, complete *Step 2: Accessing Data on Fast ForWord Progress Tracker* on next page.

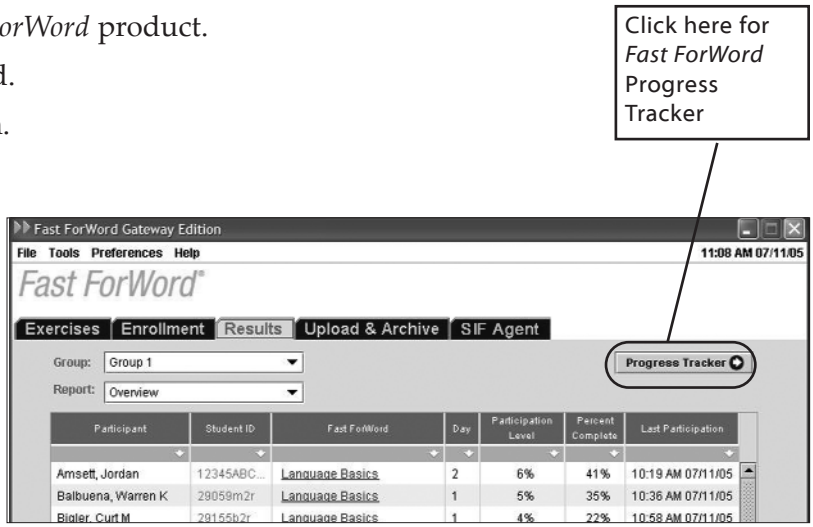
Step 1: Accessing the Login Screen

You have three options to log into *Fast ForWord* Progress Tracker.

- ***Fast ForWord* Results Screen**
- ***Fast ForWord* Customer Connect Website**
- **Web Browser**

Log in with the Fast ForWord Results Screen

1. Click the **Results** tab in the *Fast ForWord* product.
2. Enter your password, if prompted.
3. Click the **Progress Tracker** button.



KNOWLEDGE POINT

***Fast ForWord* Customer Connect** is the implementation and technical support site exclusively for Support customers. If you haven't already done so, be sure to register for Customer Connect.

Log in through Customer Connect

1. Go to *Fast ForWord* Customer Connect: **www.ScientificLearning.com/gateway/customerconnect**
2. Click the ***Fast ForWord* Progress Tracker** button located on the right side of the screen.

Log in Using a Web Browser

1. Open a web browser on your computer.
2. Type in the following web page address in the address bar of the web browser: **http://gateway.scilearn.com**. (There is no *www* in this web address.)

Step 2: Accessing Data on Progress Tracker

After you initially log into *Fast ForWord* Progress Tracker from either the *Fast ForWord* Results screen or the web, do the following:

1. Click either of the following links:
   - **Secure Connection: My network system allows access via a secure connection.**
   - **Non-Secure Connection: My network system does not allow access via a secure connection.**
2. If you already have a login and password, enter them and click **Go**. If not, you use your Login Email to access *Fast ForWord* Progress Tracker. This login method provides users with individualized access to any of the *Fast ForWord* Progress Tracker organizations affiliated with that user.

   Your Login Email was created when registering for Customer Connect.
   - If you have forgotten your Login Email, contact Scientific Learning Customer Service.

KNOWLEDGE POINT

When you **connect through a secure connection**, this means that the data you retrieve from *Fast ForWord* Progress Tracker will be encrypted – making it extremely difficult for any third party who would intercept transmissions through the Internet to decipher it.

Some network systems and proxy servers will not allow access via secure (SSL-encrypted) connections. If you have difficulty connecting to *Fast ForWord* Progress Tracker, select **Non-Secure Connection** before logging in.

Suggested Usage Chart

Report	Audience	Suggested Frequency
Group Reports		
Group Overview	Coach, Teacher	Daily
Exercise Percent Complete	Coach	Daily
Condensed Daily	Coach	Daily
Points	Coach, Student	Daily
Individual Reports		
Progress History/Completion	Coach, Teacher, Student	Weekly
Completion	Coach	Weekly
Participation	Coach, Student, Parent	Weekly
Short Summary	Coach, Student, Parent	Weekly
Percent Complete	Coach, Student	Weekly
Errors	Coach, Teacher	Weekly
Weekly Achievement	Coach, Teacher, Student, Parents	Weekly
Administrator Reports		
School Administrator	School Administrator	Weekly
District Overview	District Administrator	Monthly
District Demographic	District Administrator	Monthly
District Intervention	District Administrator	Monthly

DISCUSSION.

- Select one group report to review on a daily basis: _____
- Select an individual report to review on a weekly basis: _____

LESSON 1: Group Reports

Group reports provide an overall look at participant progress for an entire classroom of students, a grade level, or it can be any other group that you define. (You define what this group can be during the enrollment process.)

Group reports include:

- **Overview report**
- **Exercise Percent Complete report**
- **Condensed report**
- **Points report**

Why Are Group Reports Important?

The content provided in group reports can help save you time and help you keep track of the areas of learning in which participants are improving as well as other areas where they might need extra help. Benefits include:

- Top-level view of participants, which gives you the ability to see which individuals might need additional help
- Opportunity to adjust your lesson plans to focus on those general areas of skill where participants are showing poor progress
- Quick access to an individual's report for details
- Communicate with teachers, administrators, specialists

What You'll Learn

When you complete this lesson, you'll learn how to:

- Navigate around the group reports
- Review all participants' progress in each product to date
- Determine a participant's status and skills for each exercise
- Encourage participants to continue working on the product exercises by using *Fast ForWord* Progress Tracker

---

Review **group reports** on a daily basis. By reviewing group reports frequently, you have an opportunity to see a top-level view of participants and pinpoint which individuals might need additional help.

Group Report Navigation

Group reports offer a number of features for navigation. The Overview report is the default group report (shown on next page).

Enter the corresponding numbers shown on next page with the report's features listed below.

_____ **Group menu**: Gives you the option to select the group you want to view. The default group is the last group that had data uploaded. Group names are listed in alphabetical order.

_____ **Report menu**: Allows you to select one of four group reports — Overview, Exercise Percent Complete, Points, Condensed. This menu also includes the RPI and Observational Survey Results.

_____ **Last Participation**: If you have uploaded data since this date/time, please contact our We Care Support Center for assistance.

_____ **Participant**: Lists each of the participants within the selected group.

_____ **Sorting Arrows**: Gives you the option to alphabetically or numerically sort the report data based on the selected column. The default sort for this report is by the participant's last name.

_____ **Date Range**: Allows you to change the date range of the report.

TIP

Make sure your **date range** reflects the start date of your group.

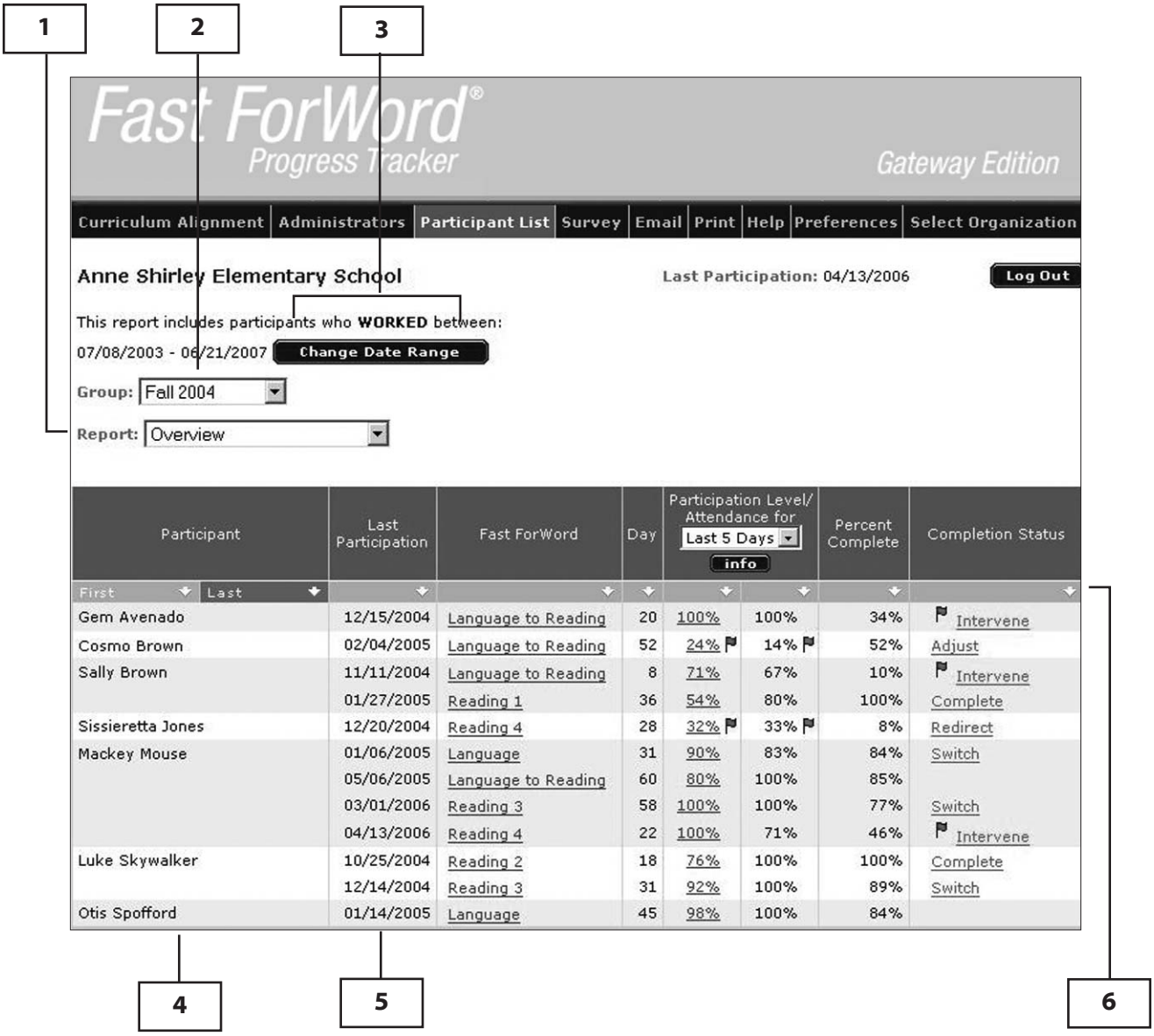
**Answer Key on page 149 of the Appendix.*

TRY IT! Complete the following set of instructions to learn how to navigate within a group report.

1. Click **Participant List** in the *Fast ForWord* Progress Tracker menu bar.
2. Click the **Change Date Range** button to adjust the dates.
3. Click the **Group** menu and select a group from the list.
4. Click the **Report** menu and select a report from the list.
5. Click the *Fast ForWord* sorting arrow to sort by product name.
6. Select one of the participants on the list.

Fill in the blanks for CAPS.

C _____ A _____ P _____ S _____



DISCUSSION

1. Which student is working on Fast ForWord to Reading 3? _____
2. Which students have flags for Participation? _____
3. Which students have intervene flags? _____
   For which product? _____
4. Who has completed Fast ForWord Reading 1? _____

Overview Report

The **Overview** report (example shown on page 50) provides a basic understanding of participants' progress in the assigned products to date.

- ***Fast ForWord***: Lists all of the products on which a participant has worked. (This includes products on which a participant has completed or stopped working.) For a list of *Fast ForWord* products and targeted skills, please see the *Appendix* (pages 140-141).
- **Day**: Displays the total number of days that a participant has worked on each product.
- **Participation Level**: Measures how well a participant is doing on the days they show up to work on a *Fast ForWord* product.
- **Attendance Level**: Measures how often a participant shows up and is based on an attendance requirement of 30% of protocol or 15 minutes for a 50-Minute protocol.
- **Percent Complete**: Represents the percentage of the product the participant has successfully covered. The score helps illustrate the participant's understanding of the concepts covered in a particular product and it is cumulative.

RECOMMENDED USE

View daily to check for flags, plan interventions and make product changes when indicated by Switch, Complete, or Adjust.

NOTE

To return to the Overview Report from any other group report, click Participant List from the Progress Tracker menu bar.

TRY IT! Review the Overview Report.

1. At the *Fast ForWord* column, click a product name to view an individual report for the corresponding participant.
2. At Participation/Attendance Level, click the pull-down menu and select the number of days you wish to view: *Last 5 Days*, *Last Day*, *All Days*. The default selection in this column is *Last 5 Days*.
3. Click the participant's score in this column to view the participation report for an individual.

The scores listed in the **Participation Level** and the **Attendance Level** provide diagnostic tools for coaches because they display related information about a participant's adherence to the product protocol. By reviewing these scores, the teacher or coach can help the student to increase their participation rate.

Percent Complete is the most critical indicator for significant gains in participant achievement, followed by the rate of progress. In general, participants who progress through the exercises most quickly are the ones who achieve the greatest benefit. For charts to keep track of participant progress, please refer to the *Fast ForWord Professional Development Resource CD*.

NOTE

Remember to *Finish* students who are moving to the next product (see page 145).

Completion Status

The **Completion Status** column (shown on next page) indicates whether a participant has completed a majority of the material within a given product or not (typically 90% mastery or better). This column points out which participant needs additional coaching or a change in product.

DISCUSSION. Review the list of features that are presented in the Completion Status column and discuss.

Review the Completion Status Column

- **Intervene**: The participant is not progressing as well as desired in one or more of the exercises. He or she might be having difficulty with the exercises conceptually, with the content, or with motivation.

  Click the link for exercise-specific intervention strategies. We will cover Intervention, in *Section 3, Fast ForWord Teacher's Handbook*.

- **Switch**: The participant is progressing well and, to be continually challenged, the participant would benefit from moving to the next product. There is sufficient overlap between the products such that the participant's weaker skills will continue to be developed while the stronger skills will be taken to new levels. Consider the school calendar and make sure the participant has at least three weeks or 15 days to work on the next *Fast ForWord* product.

  To determine which product to switch to, please see "Moving on to the the Next Fast ForWord Product" in the *Appendix* (page 144).

- **Complete**: The participant has mastered most of the material available in this product. Progress to the next product or return to a classroom environment that allows them to practice the newly acquired skills. The participants with the best outcomes are ones who have completed a minimum of two products per year.

- **Adjust**: Progress is not continuing as desired. If interventions have not been successful in getting the participant back on track, consider one of the following:
  - Call We Care Support Center for Instructional Support.
  - Advance to the next product, even though content has not been completed. This offers further challenges in areas where the participant has excelled, and presents difficult material using an alternative approach.

- Return to regular classroom instruction to practice skills acquired in the *Fast ForWord* products. The participant may benefit from further use of this product at another time. *Finish* product now. When participant is ready, *Resume* to pick where the participant left off (see *Appendix*, page 145).

■ **Redirect**: This flag indicates that the participant is not progressing as desired in the *Fast ForWord* to Reading product, and would benefit from using a less challenging product. Click the Redirect flag to see which *Fast ForWord* product would be more appropriate for the participant.

We will cover intervention strategies, in our first lesson of Section 3 of this training workbook.

TIP

- Use the Sort feature to find all students with an Intervene or Switch flag
- Begin interventions with students as soon as you see the flag.

Participant	Last Participation	Fast ForWord	Day	Participation Level/ Attendance for Last 5 Days (info)		Percent Complete	Completion Status
First / Last							
Gem Avenado	12/15/2004	Language to Reading	20	100%	100%	34%	Intervene
Cosmo Brown	02/04/2005	Language to Reading	52	24%	14%	52%	Adjust
Sally Brown	11/11/2004	Language to Reading	8	71%	67%	10%	Intervene
	01/27/2005	Reading 1	36	54%	80%	100%	Complete
Sissieretta Jones	12/20/2004	Reading 4	28	32%	33%	8%	Redirect
Mackey Mouse	01/06/2005	Language	31	90%	83%	84%	Switch
	05/06/2005	Language to Reading	60	80%	100%	85%	
	03/01/2006	Reading 3	58	100%	100%	77%	Switch
	04/13/2006	Reading 4	22	100%	71%	46%	Intervene
Luke Skywalker	10/25/2004	Reading 2	18	76%	100%	100%	Complete
	12/14/2004	Reading 3	31	92%	100%	89%	Switch
Otis Spofford	01/14/2005	Language	45	98%	100%	84%	

Intervene Adjust Switch Complete Redirect

RECOMMENDED USE

View as often as possible, use either one daily for students needing intervention

NOTE

When a student has reached 100% completion, *Switch* or *Finish* the student.

Exercise Percent Complete Report

The **Exercise Percent Complete** (shown on page 55) report helps you determine participants' standings in each exercise and the skills learned.

- **Exercises & Skills**: Lists the skills developed within that exercise. This information facilitates a cross-exercise review that can help identify when a participant is struggling with specific skills.
- **Percent Complete**: Represents the percentage of the product the participant has successfully covered. The score illustrates the participant's understanding of the concepts covered in a particular product. This score is cumulative.

  If the percent complete score is low enough to require intervention, a flag is displayed. This flag indicates that a participant is not successfully mastering the exercise.

TRY IT! Review the Exercise Percent Complete report.

To select the Exercise Complete report, click the **Report** menu, and select **Exercise Percent Complete**.

- **Group menu**: Click to select the group you want to view.
- ***Fast ForWord* menu**: Click to select the product you want to view.
- **Sorting Arrows**: Click an arrow to alphabetically or numerically sort the report by that column. Click the arrow button again to reverse the sort order.
- **Participant**: Click a participant's name to view a report for an individual.

Percent Complete is the most critical indicator for significant gains in participant achievement, followed by the rate of progress. In general, participants who progress through the exercises most quickly are the ones who achieve the greatest benefit.

Keep a chart of percent complete scores for participants to help motivate them to continue working on the exercises. For charts to keep track of participant progress, please refer to the *Fast ForWord Professional Development Resource CD* or *Customer Connect*.

Exercises & Skills

Participants		Student ID	Circus Sequence •Listening Accuracy	Phoneme Identification •Phonological Awareness	O.M. Flying Farm •Phonological Awareness	Phonic Words •Phonological Awareness	Phonic Match •Working Memory	Block Commander •Language Structures	L.C. Builder •Language Structures
First	Last								
Mary	Adamson	111111	75%	25%	91%	98%	65%	97%	99%
George	Aurillio	111222	10%	48%	91%	98%	95%	77%	98%
Andy	Avick	111333	20%	65%	89%	98%	95%	51%	97%
Venus	Baker	111444	81%	71%	49%	96%	60%	73%	98%
John	Bakos	111555	83%	81%	96%	48%	30%	95%	95%
Roger	Cage	111666	2%	14%	21%	93%	35%	35%	96%
Maria	Capova	111777	2%	8%	9%	99%	15%	29%	75%
Andre	Casey	111888	55%	75%	82%	79%	65%	97%	84%
Lindsay	Dansey	111999	18%	59%	28%	95%	90%	98%	97%

Percent Complete

Exercise Percent Complete Report

Participant		Last Participation	Day	Participation Level for last 5 days	Attendance for last 5 days	Completion Status	Percent Complete	Circus Sequence •Listening Accuracy	Phoneme Identification •Phonological Awareness	O.M. Flying Farm •Phonological Awareness	Phonic Words •Phonological Awareness	Phonic Match •Working Memory	Block Commander •Language Structures	L.C. Builder •Language Structures	Other Products
First	Last														
Jonathan	Anderson	01/30/2007	70	39	80		78	52%	49%	53%	98%	100%	98%	99%	
Jane	Andretti	11/16/2006	40	54	42		50	2%	37%	50%	29%	65%	78%	94%	
Norman	Cerd	11/14/2006	30	56	44		79	45%	55%	61%	100%	100%	98%	99%	LR
Marnee	Wilcox	02/01/2007	55	59	57	Adjust	71	11%	49%	68%	57%	100%	114%	100%	
Carolyn	Rhea	01/31/2007	44	43	44	Intervene	62	7%	56%	46%	78%	50%	98%	100%	
Kenneth	Spencer	01/23/2007	26	70	24	Intervene	38	55%	42%	57%	18%	45%	37%	17%	
Heather	Simm	01/29/2007	33	61	71	Intervene	44	4%	59%	32%	27%	15%	78%	99%	

Condensed Report

TIP #1

Condensed Report

The Condensed Report combines the Overview and Exercise Percent Complete reports in one at-a-glance report. To access this group report, click **Participant List** on the Progress Tracker menu bar. From the Report drop-down menu, select **Condensed**.

TIP #2

- Carefully watch for progress on each exercise needing intervention
- Cheer students on when you see improvements

RECOMMENDED USE

Daily for those using Points for their motivation programs. Optional otherwise.

Points Report

The **Points Report** can be used to encourage participants to continue working on the product exercises. For example, points can be used to create a token economy, where rewards are exchanged for points earned. Accumulating points has been shown to improve a learner's participation level.

NOTE

Points are not actually used to determine "standing" in an exercise or product; rather, they are used to reward participants for their correct answers and to help motivate participants. Participants receive a set number of points for each correct answer but because the level at which a participant is working can be repeated or adjusted, the total number of points is not related to completion.

TRY IT! Using the features specific to the Points report, briefly navigate the report.

To view this report click the **Report** menu, and select **Points**.

- From the **View** menu:
  - Click *Last Day's Points* to display points that were awarded on the last day the participant worked
  - Click *Grand Total Points* to display the following grand totals for each product:
    - *Points for previous week*: previous Sunday - Saturday
    - *Points for this week*: Sunday through the current day
    - *Grand total points for all time*: points earned since the participant started working on the *Fast ForWord* product.

- **Last Day's Points**: Displays several columns that provide:
  - Total number of points earned for each exercise
  - Participation bonus points awarded when all the protocol for the exercises is completed (*Fast ForWord* Language products only)
  - Total points earned for that product

TIP

Keep a chart of points for participants to help motivate them to continue working on the exercises. For charts, please refer to the *Fast ForWord Professional Development Resource CD* or *the We Care Support Center*.

TIP #1

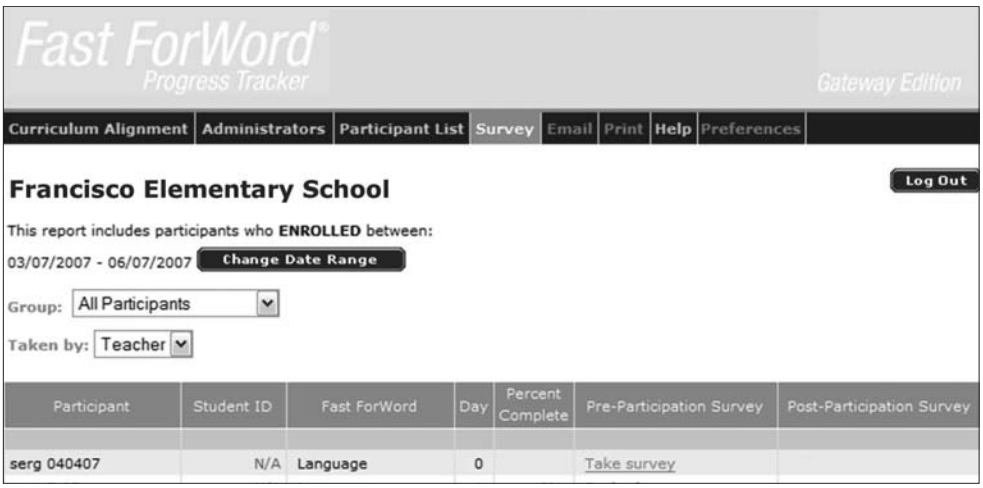
- Use the report to help you fill out individual student points charts or a wall chart for motivation

TIP #2

- Wall charts can be great motivators. They recognize students who are doing well, making the most improvement in specific areas, etc.

Observational Surveys

Often behavioral changes are observed before academic changes can be measured. Therefore, it is important to collect anecdotal or observational data from teachers and parents regarding your participants in addition to your academic pre- and post-testing instruments. The Progress Tracker surveys look at four main areas: receptive language, expressive language, social/group setting, and academic setting. Once both surveys have been completed, a MAPS (Memory, Attention, Processing and Sequencing) score is assigned to show gains in particular areas.



Types of surveys:

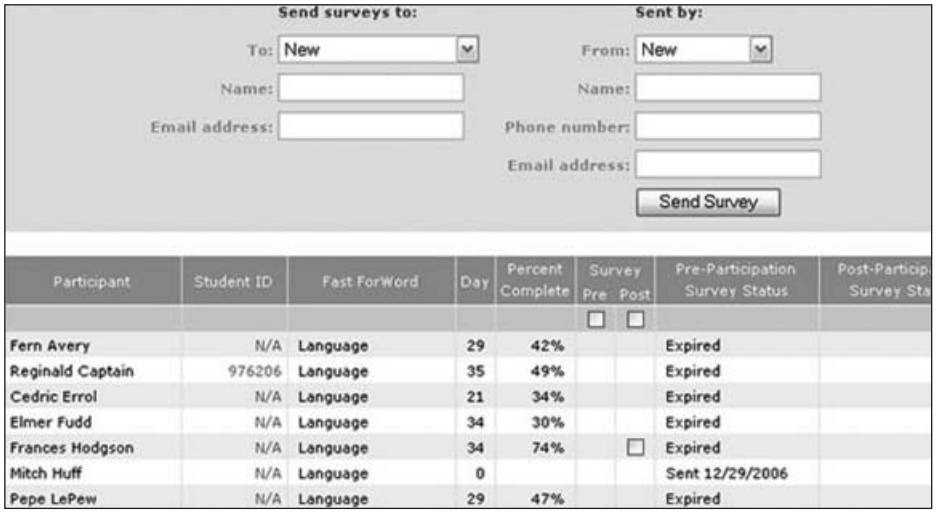
- **Pre-participation** - activated automatically upon enrollment and product assignment. The survey remains valid for thirty days from the date a participant begins working on a product.
- **Post-participation** - activated upon sufficient completion of a product (Switch or Complete) and does not expire

Surveys for:

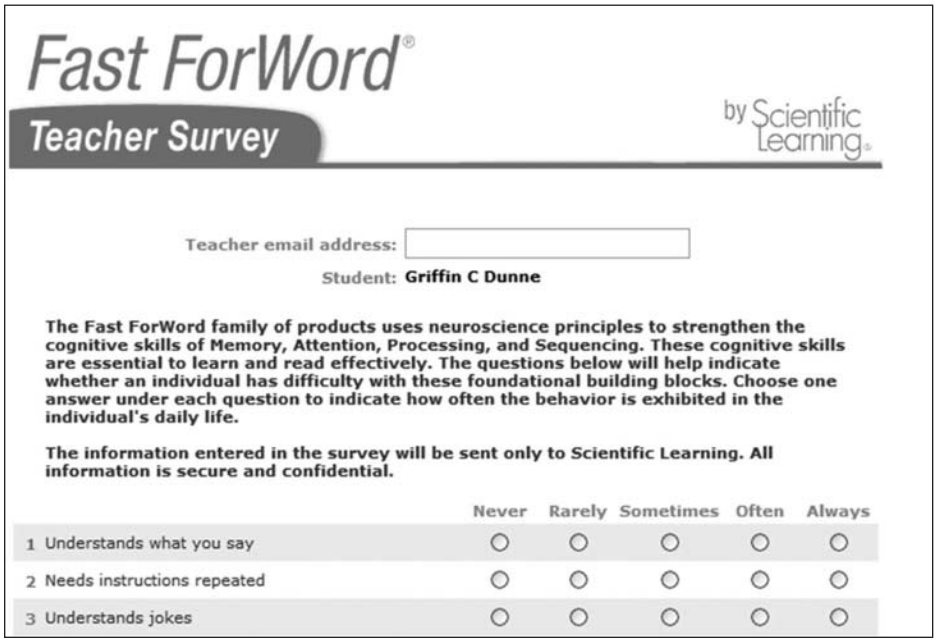
- **Teachers** - questions regarding academics, classroom participation and behavior
- **Parents** - questions regarding home-life, attitudes, family interaction

Survey delivery methods:

- **Email** - emailed directly to a teacher's or parent's email address



- **Online** - taken online, directly through Progress Tracker



Accessing surveys:

- **Progress Tracker** - login to Progress Tracker at gateway.scilearn.com

  Observational Survey results will be available from Scientific Learning after a sufficient number of pre- and post-participation surveys have been completed. Please contact the We Care Support Center at (888) 358-0212.

Review Lesson 1: Group Reports

Congratulations! You just completed Lesson 2. Let's review:

	How Do I	*Do This*
1.	*View a report that gives me a basic understanding of participants' progress in the assigned products to date?*	Use the **Overview** report. Click the **Reports** menu, and select **Overview**.
2.	*Sort the Overview report by product name?*	Click the corresponding **sorting arrows**.
3.	*Determine whether a participant has completed a majority of the material within a given product or not?*	Review the **Completion Status** column displayed in the Overview report. Participants with **Complete** listed in this column indicate that he/she has completed a majority of the material.
4.	*Figure out what intervention strategies would work based on an exercise?*	Click the data link displayed next to an **intervention (red) flag**. For example, when you click an *Intervene* link in the Completion Status column for a participant, the Intervention Needed window appears. This window provides intervention strategies for the particular exercise that the participant is struggling with. See also *Section 3, Lesson1* of this workbook.
5.	*Determine participants' standings in each exercise and the skills learned in those exercises?*	Use the **Exercise Percent Complete** report. Click the **Reports** menu, and select **Exercise Percent Complete**.
6.	*View the Exercise Percent Complete Report for Fast ForWord to Reading 1?*	At the **Exercise Percent Complete report**, click the ***Fast ForWord*** menu and select **Reading 1** (if a school or organization has worked on that product).
7.	*Encourage participants to continue working on the product exercises?*	Use the **Points** report. Click the **Reports** menu, and select **Points**. Points can be used to create a token economy, where rewards are exchanged for points earned. Refer to the *Fast ForWord Professional Development Resource CD* for tools and information that help motivate participants.

Review the **individual reports** on a weekly basis. By reviewing reports frequently, you can intervene early to ensure participants are successful.

LESSON 2: Individual Reports

Individual Reports provide detailed information about a participant's performance. Individual Reports include:

- Progress History Report
- Participation Report
- Errors Reports
- Short Summary Report
- Weekly Achievement Report

Why Are Individual Reports Important?

While group reports provide a top-level look at all participants on the *Fast ForWord* products, individual reports provide details about performance for one participant and can be specific as to the level of skill in an exercise. Benefits include:

- Determining a participant's strengths and weaknesses
- Diagnoses specific issues for a participant
- Assists in helping you decide whether or not to introduce additional training activities during training or follow-up after training for a participant
- Assists you in determining who needs encouragement or reward for best performance
- Enables you to easily set and monitor weekly performance, attendance and participation goals for a participant

What You'll Learn

In this lesson, you'll learn how to:

- Navigate the individual reports
- Determine a participant's percent complete score on the skills presented
- View a participant's progress within an exercise to the detail of each level or set
- Track a participant's daily participation
- Gain insight into the areas of difficulty for a participant
- Determine a participant's weekly goals for completion, attendance and participation, while reviewing the degree to which those goals are being met.

Individual Report Navigation

Individual reports provide several features to help you navigate. The default individual report is the Progress History report (shown on next page).

Enter the corresponding numbers shown on next page with the report's features listed below.

_____ **Name of the School** (or organization): Displayed in the upper-left corner.

_____ **Participant menu**: Gives you the option to select the participant you want to view.

_____ **Report menu**: Provides a choice of five Individual Reports – *Progress History* (default), *Participation*, *Short Summary*, *Error* (multiple reports), *Percent Complete*, and *Weekly Achievement*.

_____ **Last Participation**: Displayed in the upper-right corner of this report for any participant in the selected group that worked on any product.

_____ **Fast ForWord menu**: Gives you the option to select the *Fast ForWord* product on which you would like to review a participant's results.

**Answer Key on page 149 of the Appendix.*

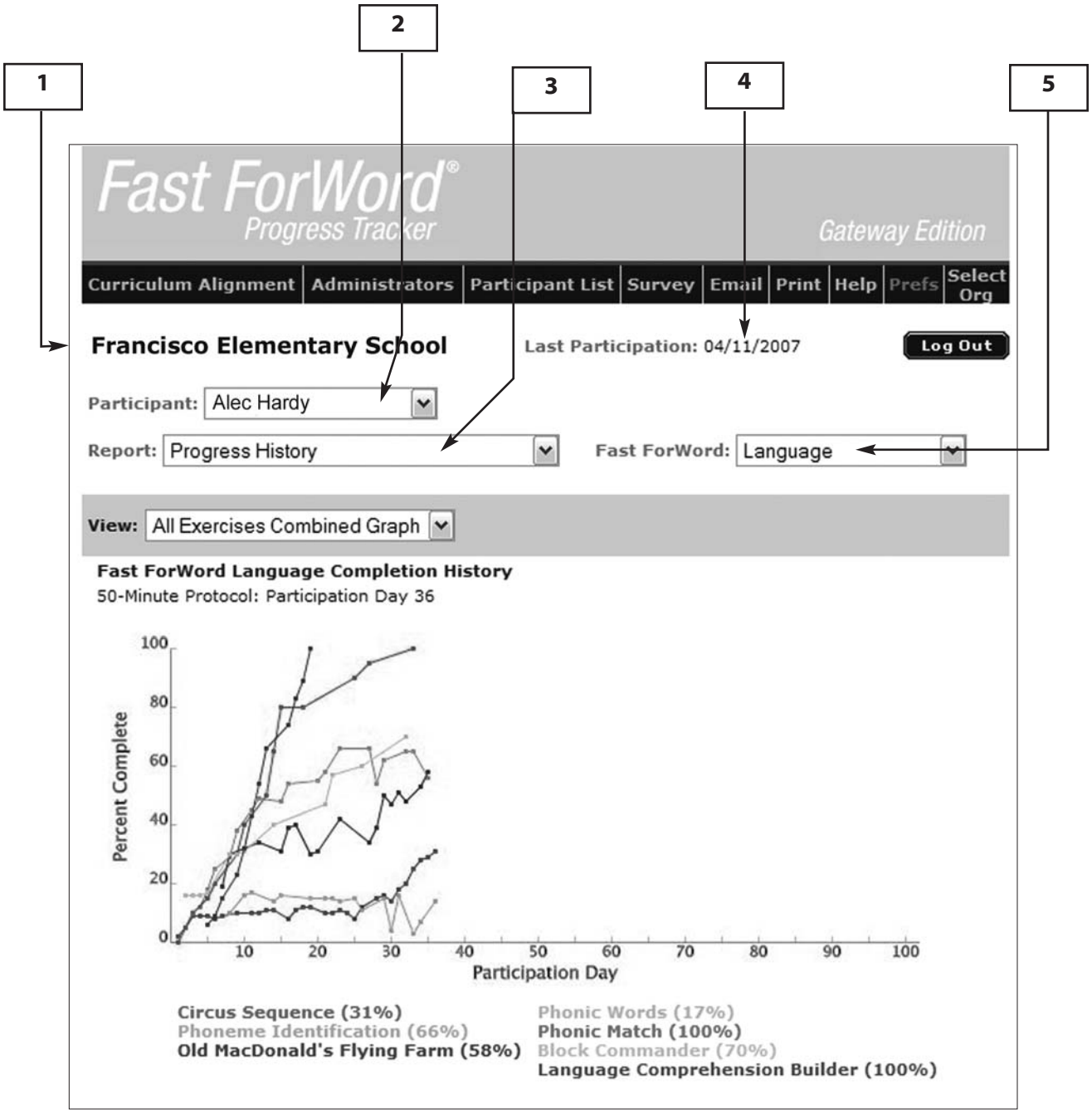
TRY IT! Using the instructions below, learn how to navigate within individual reports.

From a group report (such as, the Overview, Exercise Percent Complete or Points report), click the name of a participant or the name of a *Fast ForWord* product (Overview report).

- **Participant menu**: Click to select a name from the list.
- **Report menu**: Click to select an individual report from the list.
- ***Fast ForWord* menu**: Click to select a product from the list.

DISCUSSION

1. Which *Fast ForWord* product is Mary using? _____
2. Which protocol is Mary using? _____
3. How many days? _____
4. Which exercise is at 100% complete? _____



Progress History Report

Progress History Report

RECOMMENDED USE

Frequently, as needed, for diagnosing individual intervention issues

The **Progress History** report (shown on page 67) displays a participant's development so far on the product through line graphs (Completion History Graph) and scores (Completion Report).

TRY IT! Using the instructions below, navigate around the Progress History report. Then, read about the Completion History graph in the next section.

- Click the **View** pull-down menu, select **All Exercises Individual Graphs** to display a separate Completion History graph for each exercise in the selected product.
- Click the **View** pull-down menu, select **All Exercises Combined Graph** to display one Completion History graph with all of the exercises in the selected product

KNOWLEDGE POINT

For each type of graph, the **percent complete score** is listed next to the exercise name. This score is also a high-water mark for the exercise. For example, if a participant works on 36% of an exercise, then begins to do poorly and regress in the exercise, the percent complete score continues to reflect that 36% of the exercise has been covered. If you look at the graph for this exercise, the highest point mapped will be 36%. (The flags' calculations are based on the high-water mark.)

Completion History Graph

The **Completion History Graph,** displayed in the top half of the Progress History report, can quickly show how a student is progressing based on the pattern of the graph. This longitudinal line graph maps the participant's percent complete score on the skills presented so far in each exercise.

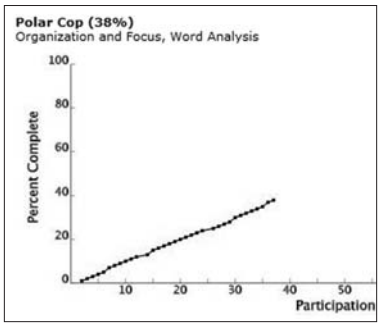
1. The **x-axis** displays the number of days the participant has worked on a particular exercise, in increments of 10. This number does not necessarily correspond to calendar days; for example, weekends are not counted unless the participant actually worked on a Saturday or Sunday.
2. The **y-axis** displays the the percentage of the exercise the participant has covered. A participant's score in this report illustrates the participant's understanding of the concepts covered in a particular exercise.

TIP

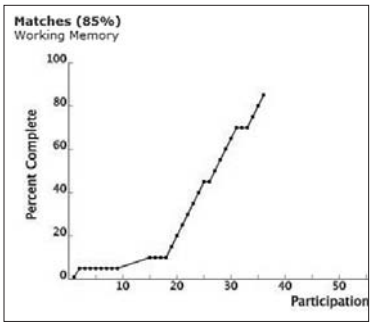
- Use the line graph with (older) students so they can see their progress each week
- Online, change the View to see each exercise individually

Understanding Participant Progress

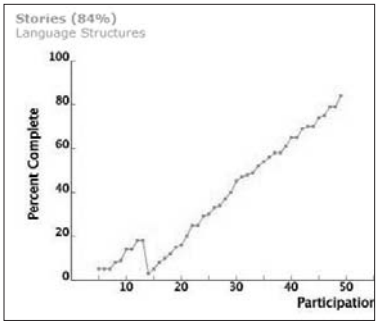
When reviewing the Completion History Graph, look for a consistent **uphill climb** (below left), which indicates that a participant is continuing to make progress in that particular exercise.



Uphill Climb



Stair Step Graph



Data Spiking Graph

Other examples of uphill climbs include the following:

- The **Stair Step** (above center) graph occurs in exercises that have a large number of levels. When a level has been passed, the line graph moves up a notch.
- The **Data Spiking** (above right) graph occurs in exercises that have a smaller number of levels. When a participant is progressing well in a word exercise or selected *Fast ForWord* to Reading exercise (see chart of *Fast ForWord* exercises in *Fast ForWord Product Resources*, page 105), their percent complete moves up. But when the participant does not meet advancement criteria for that exercise, they will return to the beginning of that level and the line graph drops. Therefore, the level must be repeated. Please note that advancement criteria varies from exercise to exercise, but is typically around 90%.

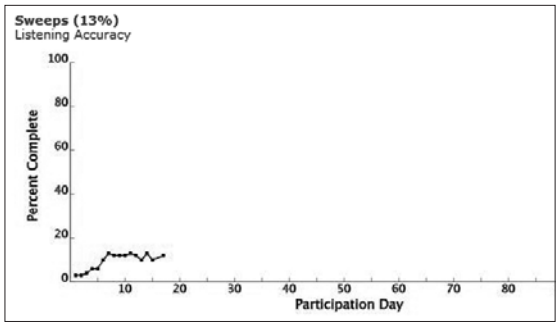
  To get a better idea of whether this participant is making progress, look at the Completion Report for that exercise (see page 66).

DISCUSSION

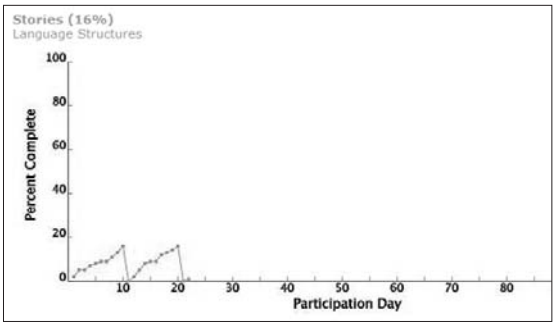
Locate Completion History Graphs that display one of each kind of progress: data spiking, an uphill climb, and no prolonged improvement (discussed on next page).

Understanding Participant Progress - No Upward Trend

Participants who do not show a prolonged demonstration of improvement are candidates for an intervention strategy (examples are shown below). If the percent complete remains low for a period of time with no signs of improving, coaches should attempt one of the intervention strategies provided by Scientific Learning (see *Intervention* in Section 3 of this workbook.)



Stair-Step Graph with Poor Progress

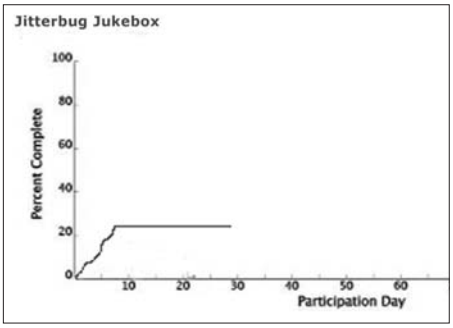


Data Spiking Graph with Poor Progress

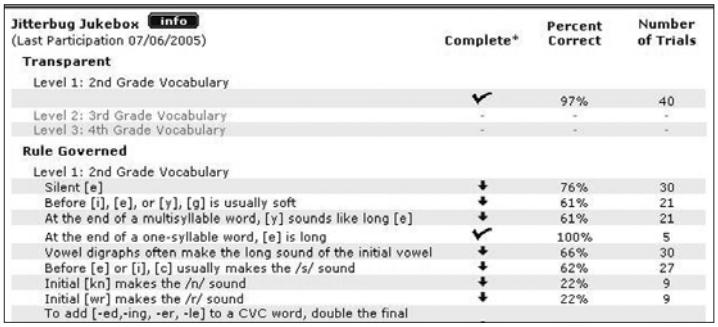
Understanding Participant Progress in *Fast ForWord* to Reading: Plateau-Based Transitions

Participants have up to three chances to achieve the passing criterion (typically, this criterion is 90% correct) for each level or group of trials. If participants repeat a group of trials three times without reaching criterion, the *Fast ForWord* to Reading exercise will transition them to the next group of trials.

Plateau-based transitions allow participants to be exposed to all the content within an exercise, and to continue building their skills, before returning to master the material that they find most challenging. Before completing an exercise, the *Fast ForWord* to Reading exercise will return participants to all groups of trials that were not passed previously, and participants must now meet the passing criterion for these groups of trials.



Plateau-Based Graph



Jitterbug Jukebox info
(Last Participation 07/06/2005)

	Complete*	Percent Correct	Number of Trials
Transparent			
Level 1: 2nd Grade Vocabulary			
	✓	97%	40
Level 2: 3rd Grade Vocabulary	-	-	-
Level 3: 4th Grade Vocabulary	-	-	-
Rule Governed			
Level 1: 2nd Grade Vocabulary			
Silent [e]	↓	76%	30
Before [i], [e], or [y], [g] is usually soft	↓	61%	21
At the end of a multisyllable word, [y] sounds like long [e]	↓	61%	21
At the end of a one-syllable word, [e] is long	✓	100%	5
Vowel digraphs often make the long sound of the initial vowel	↓	66%	30
Before [e] or [i], [c] usually makes the /s/ sound	↓	62%	27
Initial [kn] makes the /n/ sound	↓	22%	9
Initial [wr] makes the /r/ sound	↓	22%	9
To add [-ed,-ing, -er, -le] to a CVC word, double the final			

Error Report - Displays completion of trials

Completion Report

The **Completion** report is displayed in the bottom half of the Progress History report. This report breaks down specific progress for each level or set within the exercise.

TRY IT! Review the Completion report and when you see instructions, try it!

- **Complete**: Indicates whether the criterion for advancement within this level, group or set has been met.

  ✔ Passing score

  ↓ Criteria were not met and the level or set must be repeated. A participant may need to repeat the content more than once before advancing to the next level, group or set.

  ↻ Advancement criteria were not met and the participant will return to a previously passed level/unit to get more practice at an easier task stage before retrying this level/unit.

  % A percentage score indicates that a participant is still working on a block of trials in a particular level.

- **Percent Correct**: Indicates the percent of the level, group, or set that was answered correctly. This percentage may not be enough to complete the level, group, or set. For example, a participant may have a score of 100% correct, but that participant may have answered only one trial in the level, group, or set. To meet the criteria for advancement, the participant may need to answer (and pass) 20 trials.

- **Number of Trials**: Displays the number of trials worked on in each level, group, or set.

- **Percent Complete**: Indicates the amount of the content in the skill-set that the participant mastered.

- **Last Participation**: Shows when the participant last worked on the exercise.

- **Info Button**: Provides detailed descriptions of the content within each exercise.

  Instruction: Click the **Info** button next to the exercise name for a description.

Completion Report

***Complete Symbols**
- ↻ The advancement criteria have not been met at this pass through the material. This level will be repeated after further instruction.
- ↓ The advancement criteria have not been met at this pass through the material. Look to the following line for the level's completion status.
- ✓ The advancement criteria have been met. (Levels with pictures or graphics help may be repeated to instruct for levels that are not accompanied by pictures or graphic help.)

Bear Bags: More Lunch info
(Last Participation 06/29/2005)

	Complete*	Number of Trials
Initial Consonants and Consonant Blends		
Level 1: Phonetically Dissimilar Alternate Responses (e.g., /p/ /n/)	✓	208
Level 2: Phonetically Similar Alternate Responses (e.g., /p/ /b/)	✓	188
Final Consonants and Consonant Blends		
Level 1: Phonetically Dissimilar Alternate Responses (e.g., /p/ /n/)	✓	200
Level 2: Phonetically Similar Alternate Responses (e.g., /p/ /b/)	in-progress	100
Long Vowels		
Level 1:	✓	84
Level 2:	-	-

Fish Frenzy info
(Last Participation 06/29/2005)

	Complete*	Number of Trials
Match words that are both written and spoken		
Level 1: Highest frequency word set	↓	90
Level 2: Second highest frequency word set	✓	50
Level 3: Third highest frequency word set	in-progress	50
Level 4: Fourth highest frequency word set	-	-
Level 5: Fifth highest frequency word set	-	-
Level 6: Sixth highest frequency word set	-	-
Match written to spoken words		
Level 1: Highest frequency word set	in-progress	60
Level 2: Second highest frequency word set	↻	120
Level 3: Third highest frequency word set	in-progress	39
Level 4: Fourth highest frequency word set	-	-

Complete

Passing

Criteria not met, repeat

Criteria not met, return to previous

Completion Report

***Complete Symbols**
- ↓ The advancement criteria have not been met at this pass through the material. Look to the following line for the processing level's completion status.
- ✓ The advancement criteria have been met and the processing level will not be repeated.

Cards info
(Last Participation 01/11/2005)

	Complete*	Percent Correct	Number of Trials
Processing Level 1	✓	93%	92
Processing Level 2	✓	96%	92
Processing Level 3	✓	97%	92
Processing Level 4	✓	94%	92
Processing Level 5	✓	98%	92
	✓	96%	92
	84	93%	83

Stories info
(Last Participation 01/11/2005)

	Complete*	Language Structures % Correct	Following Directions% Correct	# of Trials
Processing Level 1	✓	93%	93%	252
Processing Level 2	6%	96%	92%	113
Processing Level 3	-	-	-	-
Processing Level 4	-	-	-	-
Natural Speech	-	-	-	-

Matches info
(Last Participation 01/11/2005)

	Complete*	Percent Correct	Number of Trials
Processing Level 1	✓	63%	1309
Processing Level 2	50	69%	425
Processing Level 3	-	-	-
Processing Level 4	-	-	-
Natural Speech	-	-	-

IDs info
(Last Participation 01/11/2005)

	Percent Complete	Number of Trials

Percent Correct

Still working on trials

Percent Complete

Number of Trials

Last Participation

Info button

RECOMMENDED USE

Use as needed to identify why a student's participation or attendance level might be low

Participation Report

The Participation report (shown on next page) tracks a participant's daily work on a product. The report presents two views: **Participation Record** and **Minutes and Trials Report**.

Participation Record

The **Participation Record** tracks a participant's adherence to the protocol.

Instruction: From the current participant report you are viewing, click the **View** menu and select **Participation Record**. Using the Participation Record on following page, *enter the information* for the following fields.

_____ **Start Date**: Displays the date the participant started working on the product.

_____ **Last Date**: Displays the last date the participant worked on the product.

_____ **Participation Days**: Displays the total number of days a participant worked on the product.

_____ **Time Per Exercise**: Displays the time allotted for work in each exercise, if the original protocol is being used. If the participant has changed protocols, or is using an alternate protocol "N/A" will be displayed.

_____ **Participation Level** (all days): Displays a score indicating the degree to which the participant is meeting the protocol selected.

_____ **Exercises**: Displays the participant's status of the exercise for each day.

(For the next few items, *match the number* with the features listed below.)

_____ **Time completed** (black circle): Indicates that the participant worked on that exercise for the appropriate amount of time.

_____ **Time not completed** (half-filled in black circle): Indicates that the participant worked on the exercise, but quit out early and didn't complete that exercise on that day.

_____ **Exercise skipped** (red circle): Indicates that the participant skipped the exercise.

_____ **Planned for day** (blue circle): Indicates that this exercise is planned for the day.

**Answer Key on page 149 of the Appendix.*

TIP

- Look for the red or filled-in half circles see if a student is skipping out of exercises early.
- Check the Minutes and Trials View to see exactly how long a student is spending on each exercise each day.

Fast ForWord®
Progress Tracker
Gateway Edition

Curriculum Alignment | Administrators | Participant List | Email | Print | Help

Francisco Elementary School Last Participation: 02/24/2005 Log Out

Participant: Mary Adamson

Report: Participation Fast Forword: Language to Reading

Start Date	Last Date	Participation Days	Time Per Exercise	Participation Level (all days)
01/31/2005	02/24/2005	37	10 min.	93 %

View: Participation Record

● Planned for day ● Time completed ◐ Time not completed ● Exercise skipped

Date	Day	Trog Walkers	Treasure in the Tomb	Polar Cop	Bug Out!	Start-Up Stories
01/31/2005	25	●	●	●	●	●
02/02/2005	26	●	●	●	●	●
02/03/2005	27	●	◐	●	●	●
02/04/2005	28	●	●	●	●	●
02/08/2005	29	●	●	●	●	●
02/14/2005	30	●	●	●	●	●
02/15/2005	31	●	●	●	●	●
02/16/2005	32	●	●	●	●	●
02/17/2005	33	●	●	●	●	●
02/18/2005	34	●	●	●	●	●
02/22/2005	35	●	●	●	●	●
02/23/2005	36	●	●	●	●	●
02/24/2005	37	●	●	●	●	●
02/25/2005	38	●	●	●	●	●

1 2 3 4

KNOWLEDGE POINT

A **trial** includes both the stimulus from the exercise and the response from the participant.

For example, in *Fast ForWord* to Reading 1, the exercise Bear Bags presents a stimulus, in this case it is a word (or a picture of that word) and a target sound. The response is when the participant clicks a lunch bag to try to match the same sound as the word on the toast.

Minutes and Trials Report

The **Minutes and Trials** report (shown below) tracks a participant's actual work time. This report is useful for identifying off-task behavior or limited engagement with the exercises.

Instruction: From the current participant report you are viewing, click the **View** menu and select **Minutes and Trials**.

- **Date**: Displays the date for each day spent working on the exercises.
- **Day**: Displays the total number of days a participant worked on the product.
- **Exercises**: Displays the following participation information:
  - **Min**: Indicates the total number of minutes spent working on the exercise that day. If the participant did not work on the exercise for the required number of minutes within the selected protocol, this field is highlighted in red.
  - **Trials**: Indicates the number of completed trials in that exercise for that day.
  - **Start Time**: Indicates the start time for each exercise that day.

Exercises

Francisco Elementary School Last Participation: 03/27/2006 Log Out

Participant: Juliet Capulet

Report: Participation Fast ForWord: Language to Reading

Start Date	Last Date	Participation Days	Time Per Exercise	Participation Level (all days)
11/10/2005	03/27/2006	57	10 min.	93 %

View: Minutes and Trials - Time requirement not met

Date	Day	Trog Walkers			Treasure in the Tomb			Polar Cop			Bug Out!			Start-Up Stories		
		Min	Trials	Start	Min	Trials	Start	Min	Trials	Start	Min	Trials	Start	Min	Trials	Start
11/10/2005	1	10	137	6:51 A	10	64	6:41 A	10	37	6:30 A	10	257	7:12 A	10	73	7:02 A
11/11/2005	2	10	249	6:27 A	10	72	6:37 A	10	35	7:09 A	10	203	6:58 A	10	58	6:48 A
11/15/2005	3	10	300	6:39 A	10	64	6:59 A	10	38	6:28 A	10	213	6:49 A	10	45	7:10 A
11/16/2005	4	10	200	6:59 A	10	81	6:49 A	0	0	-	10	198	7:20 A	10	50	7:10 A
11/17/2005	5	10	224	6:28 A	10	85	6:49 A	10	38	6:38 A	10	267	6:59 A	10	77	7:10 A
11/18/2005	6	10	261	7:09 A	10	81	6:38 A	10	40	6:27 A	10	275	6:48 A	10	49	6:59 A

Date Day Minutes Trials Start Time

Short Summary Report

RECOMMENDED USE

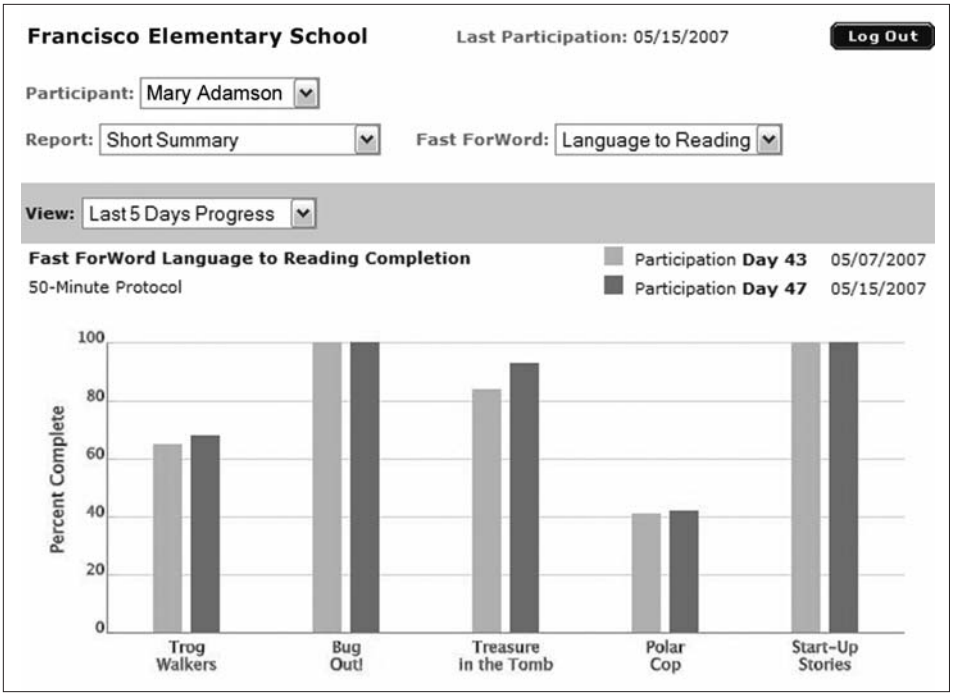
Can use Weekly as a motivational tool as an alternate to the Weekly Achievement Report

Use the **Short Summary** report (shown below) to view a bar graph of the participant's percent complete score (percentage of content which the participant has completed) for each exercise in the product.

TRY IT! Using the instructions below, navigate around the Short Summary report.

To view this report, from the current participant report you are viewing, click the **View** menu. Select **Short Summary**.

- Click the **Participant** menu to select a different participant.
- Click the **Report** menu to view a different participant report.
- Click the *Fast ForWord* menu to select the product you would like to view.
- Click the **View** menu and select from the following (depends on number of days participant has worked on product):
  - **Last Participation Day**: The graph displays one bar for the current percent complete score.
  - **Last 5-Day Progress**: The graph displays one bar for the current percent complete score and one bar for the percent complete score from five participation days earlier.
  - **Last 10-Day Progress**: The graph displays one bar for the current percent complete score and one bar for the percent complete score from ten participation days earlier.



TIP

Use the *5 Days Ago* comparative view to show how a student has done each week

Great for younger students – provides a simple picture of how they are doing

RECOMMENDED USE

Whenever a student is struggling on a Word or Reading exercise

Errors Report

Use the **Errors** report (shown below) to determine which skills and objectives need further reinforcement or reteaching in the classroom. This report displays:

- **Errors Occurred in** - Level or set in which the participant made errors. It includes the actual content on which the participant was working.
- **Correct out of Attempts -** Number of correct attempts out of the total number of attempts made in that content.

TRY IT! Using the instructions below, explore the Errors report.

- Click the **View** menu to display one of the following:
  - **Last Participation Day**
  - **Last 5 Participation Days**
  - **All Participation Days**
- Click the **Info** button next to the exercise name for a detailed description of the content within each exercise

TIP

- To identify patterns and trends, use the All Days view. See which types of items the student is missing most often.
- Send Errors reports to classroom teacher so they can review content with students

Polar Cop info

Errors Occurred in:	Correct out of Attempts
Processing Level 4	
Initial Sound Changes	
target word (foil word)	
"b"	
bib (rib)	5 of 7
bug (rug)	5 of 7
bat (sat)	4 of 5
bug (tug)	4 of 5
but (cut)	4 of 5
big (jig)	6 of 7
"d"	
dig (pig)	4 of 5
Processing Level 3	
Final Sound Changes	
target word (foil word)	
'K'	
ked (kept)	4 of 5
'C's with different vowels'	

Weekly Achievement

RECOMMENDED USE

Send via email each week to parent and teachers. Use weekly with students for motivation and to keep them on track.

The Weekly Achievement Report displays a participant's weekly achievement in a *Fast ForWord* product for Completion, Attendance and Participation (CAPS).

TRY IT! Using the instructions below, navigate the Weekly Achievement Report. Then, read about the Weekly Achievement Report in the next section.

- Click the **Report** pull-down menu and select **Weekly Achievement Report** to display the full report for the selected participant.
- Click the **Week** pull-down menu to change the weekly date range for the report. Default is *last week worked*.

To change participant:

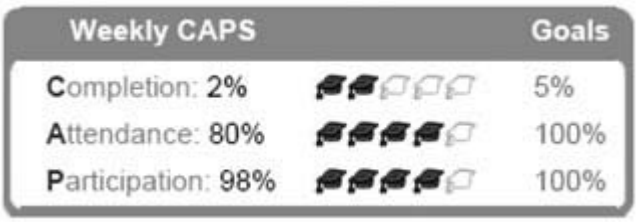
- Click the Participant pull-down menu to select a different participant.
- Click the *Fast ForWord* pull-down menu to select a different product.

KNOWLEDGE POINT

To improve or maintain participation, use high scores and points to award special prizes or recognition initially, then reward participants for achieving their completion goals. Participants who consistently work on the exercises every week typically make the most gains with the Fast ForWord products. See Customer Connect for more motivation suggestions.

Weekly CAPS Summary

The Weekly CAPS summary is displayed in the upper-right corner. This graph displays the individualized goals for a participant for Completion, Attendance and Participation.



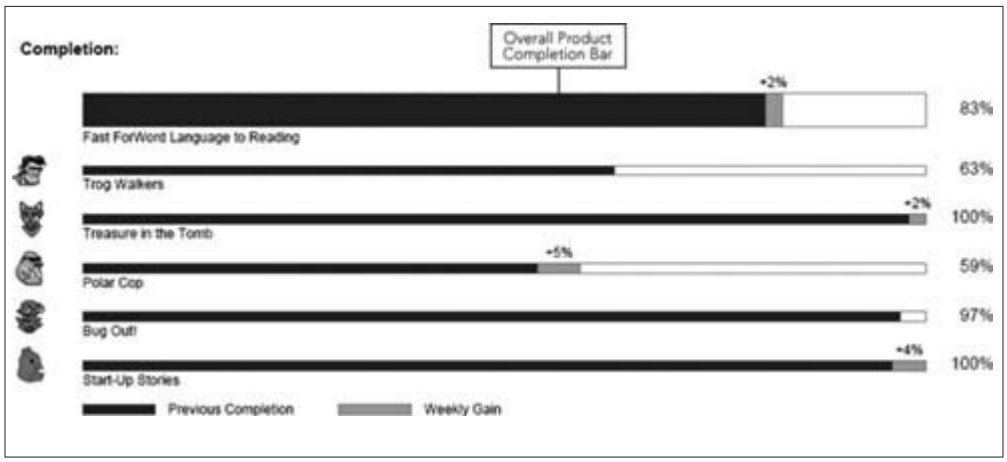
- Percentages on the left and the green graduation caps indicate a participant's actual progress for the week.
- Percentages on the right represent a participant's goals for the week.

NOTE

Attendance and participation goals will always be 100% while the goal for completion, which indicates the percentage of the product mastered that week, will vary from week to week.

Completion Graph

The Completion Graph maps a participant's weekly completion (percent complete) and total completion in each exercise in the product as well as the product as a whole. These scores represent the percentage of each exercise the participant has mastered.



Each bar in the Completion Graph includes the following information:

- **Previous Completion**: The blue (dark) portion of each bar represents the percentage of the exercise completed from the start of the exercise to the start of the selected week.
- **Weekly Gain**: The green (light) portion of each bar represents the percentage of the exercise completed that week. The weekly percent complete score appears as a number above the weekly gain. The overall product weekly gain (top bar) represents an average of the weekly gain scores across all exercises.
- **Total Completion**: Scores at the end of each bar represent the total percent complete to date. The overall completion score represents an average of the percent complete across all exercises.

TIP

When sharing with parents and teachers. If possible, print in color.

Participation and Points Chart

The Participation and Points Chart tracks a participant's daily participation and points earned in the product that week for each exercise. The participation information indicates the degree to which the participant met the protocol each day, and can be used to encourage consistent participation.

Participation and Points:

Exercise	Mon 10/31	Tues 11/01	Wed 11/02	Thurs 11/03	Fri 11/04	Weekly Total	Grand Total
Participation Bonus	10	10		10	10	40	310
Trog Walkers	193	205		86	151	635	15,535
Treasure in the Tomb	265					265	13,225
Polar Cop	196	197		198	208	799	10,154
Bug Out!	255	308		352	★ 397	1,312	17,332
Start-Up Stories	306	330		306	348	1,290	13,692
Total	**1,225**	**1,050**		**952**	**1,114**	**4,341**	**70,248**

Planned for day | Time completed | Time not completed | Exercise skipped | ★ High Scores

The following information is included in the Participation and Points Chart:

- **Planned for Day**: A light gray cell indicates that participation information for that day has not yet been received by Progress Tracker.
- **Time Completed**: A green cell indicates that a participant worked on the exercise for the expected number of minutes that day.
- **Time Not Completed**: A partially red cell indicates that a participant worked on the exercise but did not meet the time requirement for that day.
- **Exercise Skipped**: A fully red cell indicates that a participant should have worked on the exercise that day, but did not. If all of the planned exercises for that day appear red, the entire day was skipped.
- **Points Earned**: For each day a participant has worked, the points earned for that day are displayed in a cell. Also displayed are daily, weekly and grand total points. High scores are indicated with a blue star.

NOTE

Points do not necessarily reflect the participant's performance in a product; however, points can be used to create a token economy, where rewards are exchanged for points earned.

The focus should move to percent complete after the first week or two (depending on age and amount of progress).

TIP

- For classes needing to grade students, this report can be used as a basis for that.
- Tell students what their individualized goal for the week is and set up special bonus prizes for students that meet their goal
- After students get a Switch or Complete flag, select Finish in Gateway and print out a Weekly Achievement report for the student. It will include a Certificate of Completion.

DISCUSSION

1. According to the chart, which exercise did this participant not complete on Monday?

   _____

   _____

2. Why are there no points for this exercise for the remainder of the week? *Hint: Refer back to the sample Completion Graph.*

   _____

   _____

Additional Information

The second page of the Weekly Achievement Report includes additional narrative information about a participant's progress. This information is especially useful when communicating a participant's progress to parents, teachers, etc. This portion of the report includes the following information:

- **Highlights**: This section lists the exercises in which a participant achieved the largest gains that week, along with the skills worked on within those exercises.
- **Needs Improvement**: This section lists the exercises in which a participant achieved the lowest gains that week, along with the skills worked on within those exercises. This information can help indicate when additional instruction may be helpful.

NOTE

If a participant has completed most of the content in an exercise, that exercise will no longer need improvement and will not appear in this section, regardless of weekly gain. However, exercises that were part of the protocol but were skipped can appear in this section.

- **Weekly CAPS Explanation**: This section lists the CAPS goals and milestones. Completion goals and milestones can change from week to week. Only the goals for the selected week appear in this section.

Review Lesson 2: Individual Reports

Congratulations! You just completed Lesson 3. Let's review:

How Do I		*Do This*
1.	*Access a participant's individual report?*	Use the **Overview** report. Click the **Reports** menu, and select **Overview**.
2.	*View a participant's development so far on the product as displayed by graphs and scores?*	Use the **Progress History** report. Click the **Reports** menu, and select **Progress History**. The Progress History report displays: **Completion History Graph**: line graph of the participant's percent complete score on the skills presented so far in each exercise. **Completion Report:** presents the participant's progress within the exercise and breaks down the specific information for each level or set within the exercise.
3.	*Determine whether a participant is progressing well or not in an exercise?*	One of the best ways to view this is by reviewing the **Completion History Graph.** A participant who is progressing well in an exercise would show an uphill climb. A participant who is not doing well would show little or no prolonged improvement.
4.	*Determine the degree to which the participant is meeting the protocol selected?*	Use the **Participation Record** view of the **Participation** report. At the **Participation** report screen, click the **View** menu and select P**articipation Record**.
5.	*Track a participant's actual work time in minutes and trials?*	Use the **Minutes and Trials** view of the **Participation** report. At the **Participation** report screen, click the **View** menu and select **Minutes and Trials**.
6.	*Gain insight into the areas of difficulty for each participant?*	Use the **Errors** report. Click the **Reports** menu, and select the appropriate error report.

RECOMMENDED USE

Principals should review on a weekly basis, while district administrative staff should review on a monthly basis.

LESSON 3: Administrator Reports

Administrator reports provide an overall look at participant progress from the school or district level.

Administrator reports include:

- **School Overview report**
- **District Overview report**
- **District Demographic report**
- **District Intervention report**

NOTE

Only district personnel have access to the district administrator reports. To request access to the reports, please contact We Care Support Center or your *Fast ForWord* Manager.

Why Are Administrator Reports Important?

Limited to administrators or district administrators only, the reports provide an overview of the participants' or schools' standing. District Administrators use these reports to compare progress of all the schools within a district. They are usually shared with principals so each can see how their school ranks within the district.

What You'll Learn

In this lesson, you'll learn how to:

- Navigate around the administrator reports
- Review group data for a school
- Review summarized data for each school at the district level
- Review summarized demographic data for each school at the district level

District and School Overview Report

The **District Overview** report (shown on next page) summarizes an entire school district's progress in the Fast ForWord products while the **School Overview** report summarizes the performance of an individual school. Only participants who have used a product for five or more days are included in these reports.

Group data can be sorted by the following demographic categories:

- Title 1
- Limited English Proficiency
- Migrant Status
- Special Education
- Ethnicity
- Gender

NOTE

Demographic categories must be entered during the enrollment process in order for data to be displayed in the report (see *Managing Participants & Generating Excitement* on page 19).

TRY IT! Read about Administrator reports and explore their features.

- **Average Days Participated**: Displays the average number of days participants in this school have worked on the selected product.
- **Average Percent Complete**: Displays the average score of content completed by the participants in this school. This score illustrates a participant's understanding of the concepts presented in the selected product.
- **Average Participation Level**: Illustrates the average of how well participants are meeting the expected time requirements for the product at this school. (The participation level score automatically adapts to any protocol selected.)
- **Average Attendance Level**: Displays the average attendance level for the participants in the district or school. Attendance level is calculated from the first day that a participant began working on the product to the current date, and expects that participants work a minimum of five days per week on the product.
- **Protocol**: Shows which protocol participants used in school or district.
- **Last Participation**: Displays the last date that any participant worked on the selected product. The District field displays the last work date in the entire district.
- **Total Number of Participants**: Displays the total number of participants in this school who have worked or are working on the selected product.
- **Performance by Skill**: Represents the average score of the school's understanding of the specific skills targeted in the product. Note that a skill can be covered in more than one exercise.
- **Percent Total of Participants**: Displays the percentage of participants in each of the demographic categories.

Fast ForWord® Progress Tracker — Gateway Edition

Curriculum Alignment | Administrators | Participant List | Email | Print | Help | Select Organization

Somerset School District — Log Out

This report includes participants who **WORKED** between:
12/29/2004 - 06/29/2005 Change Date Range

View: District Overview

Fast ForWord: Language

Fast ForWord	Number of Participants	Number of Schools
Language	410	9
Middle & High School	237	2
Language to Reading	330	11
Reading 1	34	5
Reading 2	57	7
Reading 3	256	10
Reading 4	123	7
Total (non-duplicative)	984	11

Overview: Fast ForWord Language

School	Average Days Participated	Average Percent Complete	Average Participation Level	Average Attendance Level	Protocol	Last Participation	Number of Participants
District	32	68%	96%	79%	Mixed	:05/31/2005	410
East Elementary	30	59%	95%	79%	50-Minute	:05/24/2005	109
West Elementary	44	75%	98%	79%	50-Minute	:05/23/2005	17
North Elementary	33	73%	97%	79%	50-Minute	:05/20/2005	60
South Elementary	28	67%	98%	79%	50-Minute	:05/20/2005	36

Performance by Skill: Fast ForWord Language

School	Listening Accuracy	Phonological Awareness	Working Memory	Language Structures
District	38%	66%	76%	85%
East Elementary	32%	56%	67%	78%
West Elementary	43%	72%	85%	90%
North Elementary	38%	72%	82%	90%
South Elementary	39%	62%	80%	86%

DISCUSSION. Using the report shown above, answer the following questions.

1. What is the average percent complete? _____
2. What is the average participation level? _____
3. How many participants are training on *Fast ForWord* Language?

_____

District Demographic Report

The **District Demographic** report (shown on next page) summarizes demographic data for an entire district. Only participants who have used a product for five or more days are included.

Data can be sorted by the following demographic categories:

- Title 1
- Limited English Proficiency
- Migrant Status
- Special Education
- Ethnicity
- Gender

NOTE

Demographic categories must be listed during the enrollment process.

TRY IT! Explore the District Demographic report.

- **Average Days Participated**: Displays the average number of days participants in the district have worked on the selected product.
- **Average Percent Complete**: Displays the average score of content completed by the participants in the district. This score illustrates a participant's understanding of the concepts presented in the selected product.
- **Average Participation Level**: Illustrates the average of how well participants are meeting the expected time requirements for the product at the district. (The participation level score automatically adapts to any protocol selected.)
- **Average Attendance Level**: Displays the average attendance level for the participants in the district. Attendance level is calculated from the first day that a participant began working on the product to the current date, and expects that participants work a minimum of five days per week on the product.
- **Protocol**: Shows which protocol participants used in the district.
- **Last Participation**: Displays the last date that any participant worked on the selected product. The District field displays the last work date in the entire district.
- **Total Number of Participants**: Displays the total number of participants in the district who have worked or are working on the selected product.
- **Performance by Skill**: Represents the average score of the district's understanding of the specific skills targeted in the product. Note that a skill can be covered in more than one exercise.
- **Percent Total of Participants**: Displays the percentage of participants in each of the demographic categories.

Fast ForWord®
Progress Tracker
Gateway Edition

Curriculum Alignment | Administrators | Participant List | Email | Print | Help | Select Organization

Somerset School District

Log Out

This report includes participants who **WORKED** between:

12/29/2004 - 06/29/2005 Change Date Range

View: District by Demographics

Fast ForWord: Language

Fast ForWord	Number of Participants	Number of Schools
Language	410	9
Middle & High School	237	2
Language to Reading	330	11
Reading 1	34	5
Reading 2	57	7
Reading 3	256	10
Reading 4	123	7
Total (non-duplicative)	984	11

Overview: Fast ForWord Language

School	Average Days Participated	Average Percent Complete	Average Participation Level	Average Attendance Level	Protocol	Last Participation	Number of Participants
All Schools	32	68%	96%	79%	Mixed	05/31/2005	410

Performance by Skill: Fast ForWord Language

School	Listening Accuracy	Phonological Awareness	Working Memory	Language Structures
All Schools	39%	66%	77%	85%

Overview for Demographic Categories: Fast ForWord Language

Demographic Categories	Average Days Participated	Average Percent Complete	Average Participation Level	Number of Participants	Percent of Total Participants
Programs:					
Title I	42	57%	97%	2	-
Limited English Proficiency	-	-	-	-	-
Migrant	-	-	-	-	-
Special Education	35	52%	93%	8	2%
Race/Ethnicity:					
Asian	28	81%	97%	1	-
Multiracial	28	62%	98%	1	-
African American, not of Hispanic Origin	31	62%	98%	4	1%
Hispanic or Latino	30	55%	97%	1	-
White, not of Hispanic Origin	32	69%	98%	56	14%
Gender:					
Female	34	67%	96%	190	46%
Male	31	69%	97%	220	54%

District Intervention Flags Report

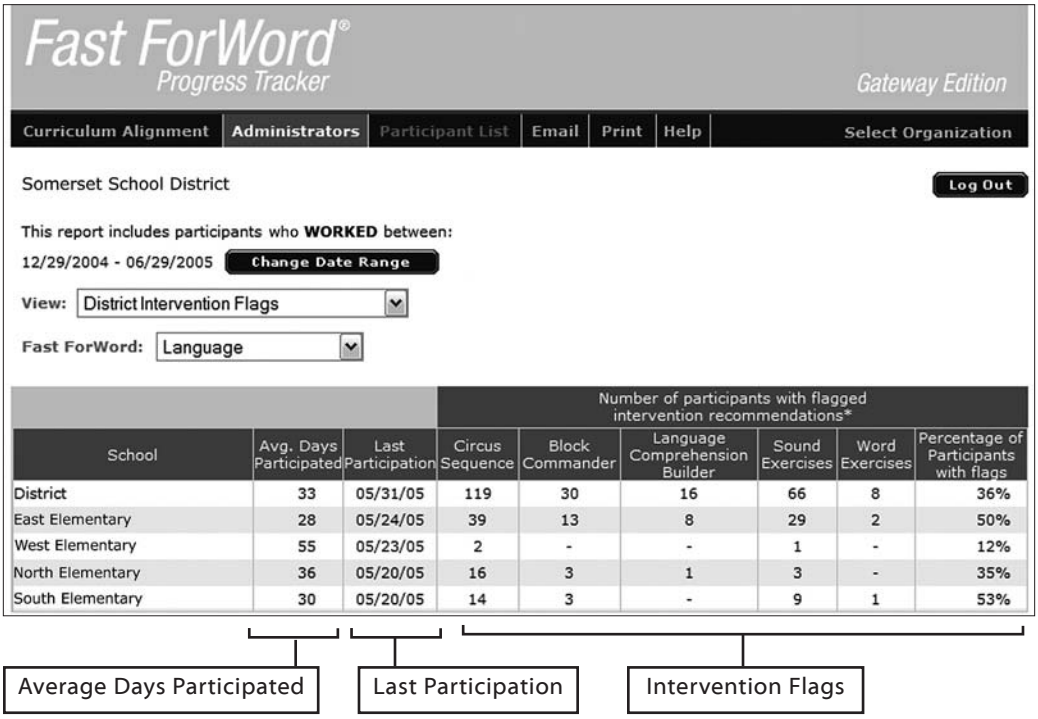
The District Intervention Flags report (shown below) summarizes intervention data for each school.

Communicate with schools to encourage and motivate. Ranking schools can be a way to create healthy competition between schools.

TRY IT! Explore the District Intervention report.

- **Average Days Participated**: Displays the average number of days that the participants in each school have worked on the selected product.
- **Last Participation**: Displays the date of the most recent upload from this district.
- **Intervention Flags**: Displays how many intervention flags are currently showing for each exercise within the district.

For a description of all intervention strategies, please see *Getting Results* under *Implementation* at Customer Connect (www.ScientificLearning.com /gateway/customerconnect).



			Number of participants with flagged intervention recommendations*					
School	Avg. Days Participated	Last Participation	Circus Sequence	Block Commander	Language Comprehension Builder	Sound Exercises	Word Exercises	Percentage of Participants with flags
District	33	05/31/05	119	30	16	66	8	36%
East Elementary	28	05/24/05	39	13	8	29	2	50%
West Elementary	55	05/23/05	2	-	-	1	-	12%
North Elementary	36	05/20/05	16	3	1	3	-	35%
South Elementary	30	05/20/05	14	3	-	9	1	53%

NOTE

Administrator reports can be emailed to you automatically (see page 88).

In general a good goal to strive for is to have less than 20% of *Participants with flags*.

Review Lesson 3: Administrator Reports

Congratulations! You just completed Lesson 4. Let's review:

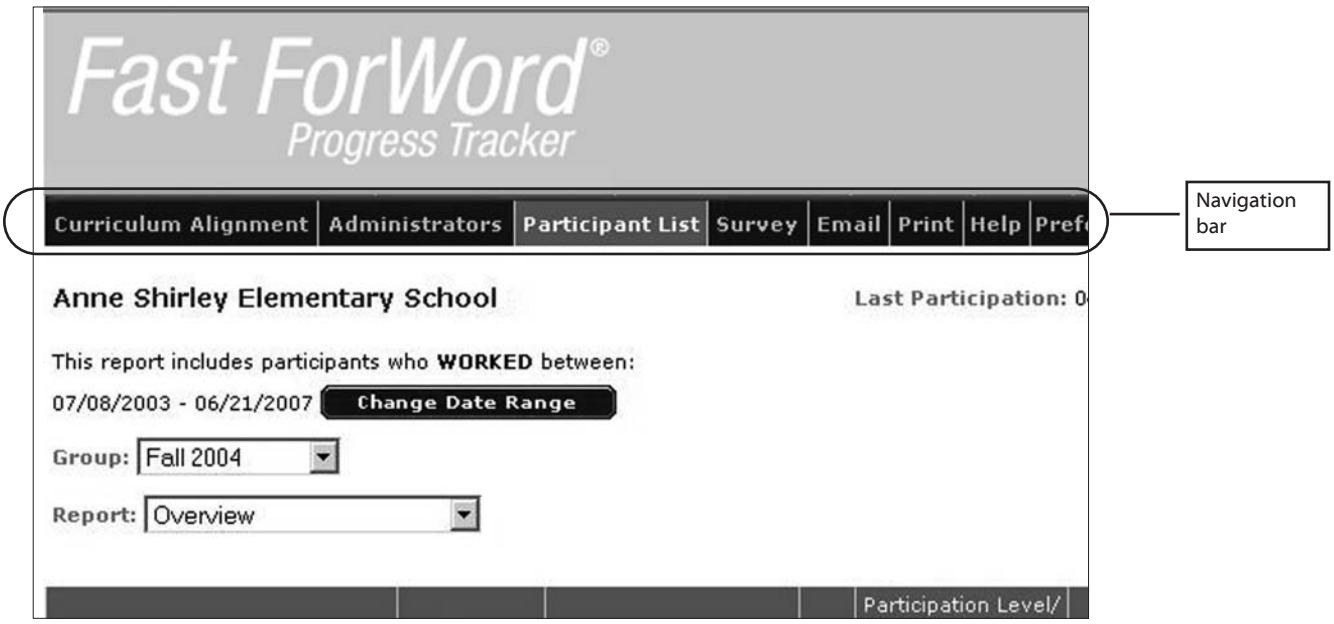
How Do I		*Do This*
1.	*View summarized group data for one school?*	■ Use the **School Administrator** report. Click the **View** menu and select the name of the school you wish to view. ■ Or, Log in using the School Org ID and select **Administrator**.
2.	*View summarized data for all schools?*	Use the **District Overview** report. Click the **View** menu and select **District Overview**.
3.	*Review summarized data for an entire district based on the product Fast ForWord Language to Reading?*	Use the ***Fast ForWord*** menu featured in the District Overview report. Click the ***Fast ForWord*** menu and select ***Fast ForWord* Language to Reading**.
4.	*View the average percent complete for participants of Asian descent for an entire district?*	Use the **District Demographic** report. Click the **View** menu and select **District by Demographic.**
5.	*View the number of intervention flags that are currently showing for each exercise within the district?*	Use the **District Intervention** report. Click the **View** menu and select **District Intervention**.

LESSON 4: Other Features

Fast ForWord Progress Tracker provides additional features that enhance your experience working with this product. They can be found in the top navigation bar of *Fast ForWord* Progress Tracker.

These features include:

- **Printing reports**
- **Emailing reports**
- **Curriculum alignment**
- **Help**



What You'll Learn

In this lesson, you'll learn how to:

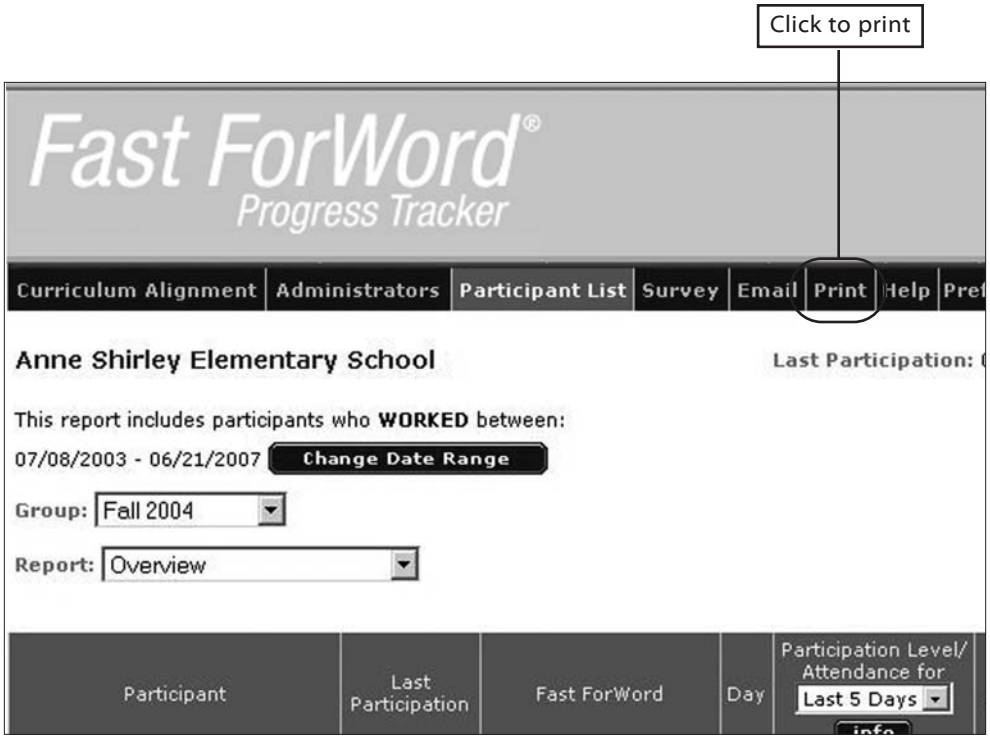
- Print individual reports
- Print multiple reports
- Email reports
- Review curriculum alignment
- Use Help
- Log out

Printing One Report

Use this feature to print an individual report for parents, staff or others. Individual reports can be saved and printed in PDF format only. Group reports and administrator reports can be saved and printed in either PDF or Excel format.

TRY IT! Using the following instructions, practice downloading and printing a report.

1. Select the report you would like to print so that it is displayed on the *Fast ForWord* Progress Tracker screen.
2. Click **Print** on the *Fast ForWord* Progress Tracker menu bar.
3. For group reports and administrator reports, select the format for the report.
4. Click the **Download to Print** button to convert the report into an Excel or PDF file.
5. Follow the directions in Excel or your PDF viewer to save and/or print the file.



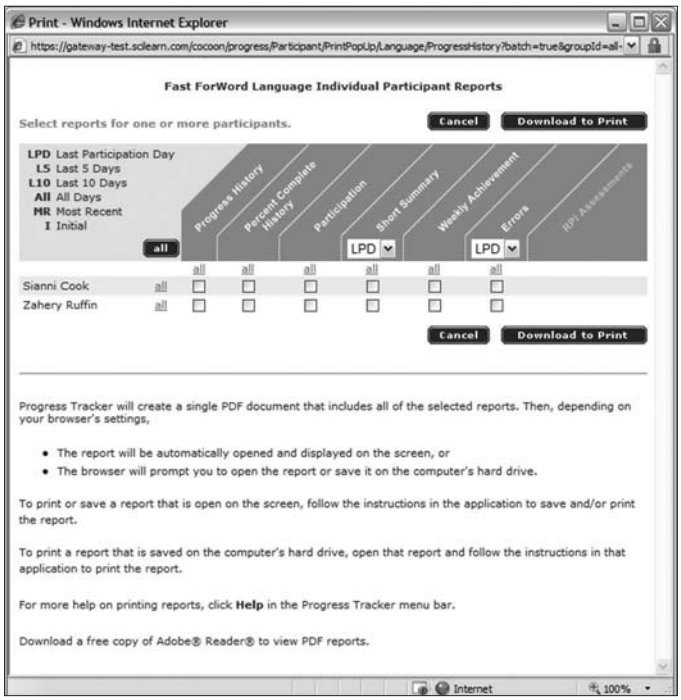
Printing Multiple Reports

You can select and print multiple individual reports for all participants in a group, on a per-product basis.

TRY IT! Using the following instructions, practice printing multiple reports.

1. Select an individual participant product report so that it is displayed on the *Fast ForWord* Progress Tracker screen.
2. Click **Print** on the *Fast ForWord* Progress Tracker menu bar.
3. Click the **Multiple Reports** link to view all the participants in the group who have uploaded data for that product.
4. For any of the participants, select the individual reports (and date range, when required) that you would like to print.
   - To select individual reports, click the check box in the corresponding columns next to the name of a student.
   - To select a report for all participants listed, click **all** for the corresponding column.

     To deselect the all checkboxes for a specific column, click **all** again.
5. Click the **Download to Print** button to convert the reports into a single PDF file.



Refer to the **Suggested Usage Chart** on page 47 to determine who and when reports should be reviewed.

- **Weekly**: The report is sent each Saturday and contains data for the previous week
- **Monthly**: The report is sent the first Saturday of the month and contains data for the previous month

All reports except "daily" include up to six months of data.

Emailing Individual Reports

Fast ForWord Progress Tracker provides an easy-to-use email feature that automatically sends selected individual reports to parents and important staff members such as teachers, principals, school officials, and others on a daily or weekly basis. These reports can be customized to reflect each recipient's needs.

TRY IT! Using the following instructions, practice emailing an individual report.

NOTE

Emailing reports are available when you log into Progress Tracker via email.

Access the Individual Reports Email Window

To access the Individual Report email window, do the following:

1. From the *Fast ForWord* Progress Tracker navigation bar, click **Email**. *Fast ForWord* Progress Tracker opens the email window.
2. At the Email window, click the **Individual Reports** tab.

Address and Send the Email

To address the email, do the following:

1. Type the name and email address in the appropriate fields. Or, select a recipient by clicking the **Email to** pull-down menu at the top of the screen.
2. At the Send Email field, click the pull-down menu to select how often you would like to send the report.
3. At the Include Text field, enter any text that you would like to accompany the report. For example, you may want to add a few lines about the participant's progress, or note a particular point of interest within the report. The text will appear in the body of the email.
4. At the Reports for Organization field, select your organization or school in the pull-down menu. (District administrators can select any school in the district.)
5. At the Individual reports from field, select one group from the pull-down menu.
6. At the For field, select one participant from the pull-down menu.
7. At the *Fast ForWord* field, select the appropriate *Fast ForWord* product from the pull-down menu. Only one product can be selected per email.

8. At the Include the Following Reports area, click the box next to the individual reports that you would like to send. Each report is formatted as a PDF document and attached to the email.
9. After entering all the information to set up the email, click the **Send** button at the bottom of the screen.

Refer to the **Suggested Usage Chart** on page 47 to determine who and when reports should be reviewed.

- **Weekly**: The report is sent each Saturday and contains data for the previous week
- **Monthly**: The report is sent the first Saturday of the month and contains data for the previous month

All reports except "daily" include up to six months of data.

DISCUSSION

1. Who will you email reports to?

_____ _____

_____ _____

2. How frequently will you email reports?
   - ❒ Daily
   - ❒ Weekly
   - ❒ Monthly

Emailing Group Reports

Use this feature to select, customize, and email group reports. Please note that email report fields marked with an asterisk (*) are required information and must be filled in.

TRY IT! Using the following instructions, practice emailing a group report.

Access the Group Reports Email Window

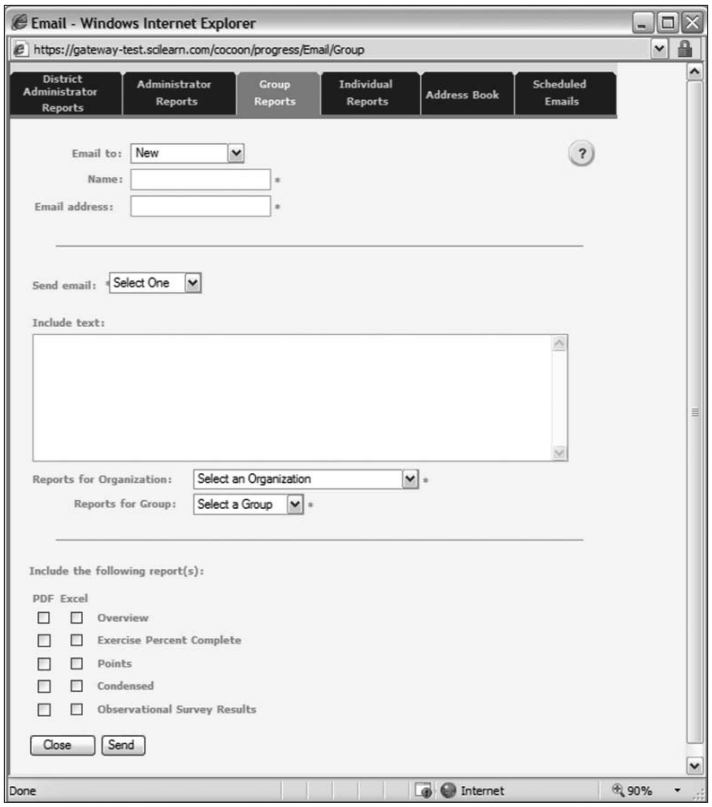
To access the Group Reports email window, do the following:

1. From the ***Fast ForWord* Progress Tracker** navigation bar, click **Email**. *Fast ForWord* Progress Tracker opens the email window.
2. At the **Email** window, click the **Group Reports** tab.

Address and Send the Email

To address the email, do the following:

1. Type the name and email address in the appropriate fields. Or, select a recipient by clicking the **Email to** pull-down menu at the top of the screen.
2. At the Send Email field, click the pull-down menu to select how often you would like to send the report.
3. At the Include Text field, enter any text that you would like to accompany the report. For example, you may want to add a few lines about the participant's progress, or note a particular point of interest within the report. The text will appear in the body of the email.
4. At the Reports for Organization field, select your organization or school in the pull-down menu. (District administrators can select any school in the district.)
5. At the Reports for Group field, select one group for which you would like to send the report from the pull-down menu.
6. At Include the Following Reports field, click the check box next to the group reports that you would like to send. Each report is formatted as a PDF document and attached to the email.
7. After entering all the information to set up the email, click the **Send** button.



TIP

Email reports automatically to classroom teachers so they can monitor progress and provide intervention within the classroom as needed.

DISCUSSION

1. Who will you email reports to?

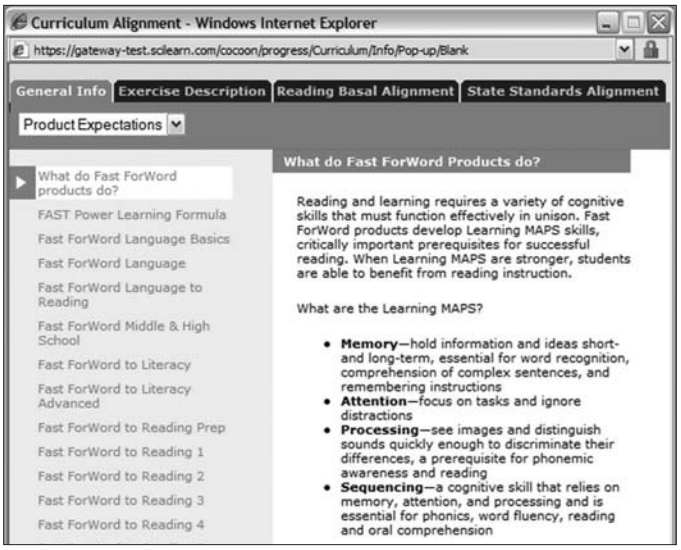
   _____ _____

   _____ _____

2. How frequently will you have the the automatically emailed reports sent?
   - ❒ Daily
   - ❒ Weekly
   - ❒ Monthly

Curriculum Alignment

Fast ForWord Progress Tracker features Curriculum Alignment, which aligns the skills targeted in the *Fast ForWord* products with both classroom curriculum and state learning requirements, saving hours of research.



TRY IT! Using the following instructions, open the Curriculum Alignment window and review each feature in detail.

1. To open the Curriculum Alignment window, from the *Fast ForWord* Progress Tracker navigation bar, click **Curriculum Alignment**.
2. At the **Curriculum Alignment** window, select one of the following tabs for more information:
   - **General Info**
   - **Exercise Descriptions**
   - **Reading Basal Alignment**
   - **State Standards Alignment**

General Info

- Provides information about how the products work
- Explains the skills participants develop when working in each product
- Describes expected results in the classroom for each product

Exercise Descriptions

Provides detailed descriptions of how participants advance through each of the *Fast ForWord* exercises and lists the different skills developed.

Reading Basal Alignment

- Direct connection to a list of specific basal reading instructional matches with
  Fast ForWord exercises.
- Links the Fast ForWord skill with the same or similar skill found in the basal Reading Program's Teacher Manual.
- Skill matches provide a guide to learning intervention and extension content that supports Fast ForWord progress.

State Standards Alignment

- Lists matching Fast ForWord exercises that support specific state standard learning objectives
- Downloadable PDF documents for each state

California English - Language Arts Content Standards
correlated to Scientific Learning
Fast ForWord® Products
(Kindergarten – Grade Five)

CALIFORNIA ENGLISH-LANGUAGE ARTS CONTENT STANDARDS	Fast ForWord® Products	Fast ForWord® Assessments
KINDERGARTEN		
Reading		
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development		
Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.		
Concepts About Print		
1.1 Identify the front cover, back cover, and title page of a book.		
1.2 Follow words from left to right and from top to bottom on the printed page.	All Fast ForWord exercises give participants opportunity to follow words from left to right and from top to bottom.	
1.3 Understand that printed materials provide information.		
1.4 Recognize that sentences in print are made up of separate words.	Fast ForWord to Reading 1: Bedtime Beasties Buzz Fly	Fast ForWord Progress Tracker
1.5 Distinguish letters from words.	Fast ForWord to Language: Phoneme	Fast ForWord Progress Tracker

Review Lesson 4: Other Features

Congratulations! You just completed Lesson 4. Let's review:

How Do I		*Do This*
1.	*Print the Progress History report for each participant in your classroom to show to parents for a Parent-Teacher conference?*	Use the **Print** feature. Select the **Progress History** report for one participant. Click **Print** > **Print multiple reports** link. Click the Progress History box for each participant. Click the **Download to Print** button to convert the reports into a single PDF file. Follow the directions in your PDF viewer to save and/or print the PDF file.
2.	*Email the Overview report to my principal?*	Use the **Email** feature. Click the **Email** button on the *Fast ForWord* Progress Tracker navigation bar. At the Email window, click the **Group Reports** tab. Enter the required information and a short message about the report, then click **Send**.
3.	*Determine which products and exercises meet the state standards of California?*	Use **Curriculum Alignment**. Click the **Curriculum Alignment** button on the *Fast ForWord* Progress Tracker navigation bar and then click **State Standards Alignment**.
4.	*Get assistance on using Fast ForWord Progress Tracker when I forget how to print a report?*	Use **Help**. Click the **Help** button on the *Fast ForWord* Progress Tracker navigation bar.
5.	*Log out of Fast ForWord Progress Tracker?*	Click the **Log Out** button located on the top right page of any *Fast ForWord* Progress Tracker screen.

Section 3:
Fast ForWord RESOURCES

Goals

- ❒ Understand the importance of intervening early and often
- ❒ Be able to use the Demos to teach concepts and strategies
- ❒ Know how to identify participants needing intervention
- ❒ Identify resources for intervention on Customer Connect

Intervention

As participants work in the *Fast ForWord* products, the exercises automatically adjust to each participant's ability level. However, in spite of this adaptability, there are times when participants may reach a point when they do not seem to make any progress. Timely intervention can help participants overcome obstacles and move forward successfully in their exercises.

Through observation of participants and Progress Tracker reports, teachers can quickly notice when problems arise.

Consider the following:

- Lack of understanding of exercise directions
- Inability to hear sound differences
- Quick, repetitive mouse clicking
- Importance of consistent accuracy
- Lack of understanding of shapes, colors, directions
- Lack of background or skill knowledge
- Low participation
- Inconsistent attendance

To counteract these problems, teachers can turn to an assortment of intervention strategies and activities that are helpful with the *Fast ForWord* exercises. Strategies include utilizing the product demos, employing *Fast ForWord* Language Basics and *Fast ForWord* to Literacy, implementing Progress Tracker's intervention activities, and incorporating exercise-specific activities to help participants improve their performance.

Using the Demos

The *Fast ForWord* product demos can be used to teach concepts and strategies to participants. They enable participants to practice without interfering with the actual exercise. The teacher can give directions for working through the exercise and offer encouragement. Examples of how to use a *Fast ForWord* demo for intervention (*Fast ForWord* Language and *Fast ForWord* to Literacy):

- Tell a participant the names of the pictures used in Phonic Words, Star Pics
- Name the colors and shapes used in Block Commander, Stellar Stories
- Practice when to release the mouse in Old MacDonald's Flying Farm, Galaxy Goal
- Teach the linguistic concepts used in Language Comprehension Builder, Stellar Stories

Using Fast ForWord Language Basics

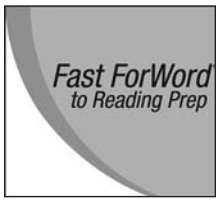
Fast ForWord Language Basics can help participants build a skill foundation that prepares them to perform successfully with other *Fast ForWord* products.

Participants learn:

- mouse skills
- identification of colors and shapes
- temporal order of sound presentations
- association of sounds with graphical objects
- sustained and focus attention abilities
- auditory and visual matching skills

The following examples explain how *Fast ForWord* Language Basics prepares participants for *Fast ForWord* Language, *Fast ForWord* Language to Reading, and *Fast ForWord* to Reading 1.

- Inside the Tummy builds participants' ability to accurately click and drag objects using a mouse. Proficiency in these skills can help participants succeed with Block Commander and Start-Up Stories.
- Flying Saucer builds participants' ability to identify the temporal order of sound presentations ad associate these sounds with different graphical objects. These skills are necessary for success in Circus Sequence and Trog Walkers.
- Drag Racer builds participants' ability for sustained and focused attention and the mouse timing skills useful in Old MacDonald's Flying Farm and Polar Cop.



Using Fast ForWord to Reading Prep

The following examples explain how *Fast ForWord* to Reading Prep prepares participants for *Fast ForWord* Language, *Fast ForWord* Language to Reading, and *Fast ForWord* to Reading 1.

- Hungry Tummy builds shapes, colors, and mouse skills necessary for Block Commander.
- Packing Pig Has Lunch uses upper and lowercase letters to build auditory and visual matching skills in the same manner as Phonic Match.

Improving Mouse Skills

- Purchase smaller mouses for younger children
- Touch correct answers on screen first, then use mouse

- Use the tip of one finger to press a button
- Practice "Pause, then Click" to slow down mousing

Using Tactile Methods to Understand Sound Exercises

To help participants associate tactile experiences with sound sweeps in Circus Sequence, Trog Walker, or Space Racer, use the following activities with the exercise demonstrations:

- Associate the UP sweep with a cotton ball and the DOWN sweep with something rough, like an emery board. Each time Circus Sequence, Trog Walkers, or Space Racer presents the UP sweep, gently rub the back of the participant's hand with a cotton ball. Each time the DOWN sweep is presented, gently rub the back of the participant's hand with an emery board.
- Create two large arrows to tape next onto the participant's computer, one arrow pointing to the ceiling and one arrow pointing to the floor. Associate the UP sweep with the arrow that points to the ceiling and associate the DOWN sweep with the arrow that points to the floor. Each time Circus Sequence, Trog Walkers, or Space Racer present the UP sweep, the participant touches the UP arrow. Each time the DOWN sweep is presented the participant touches the DOWN arrow.

Using Fast ForWord to Literacy

Fast ForWord to Literacy exercises can be used as intervention exercises for middle school, high school, and adult participants who need to build listening accuracy, phonological fluency, working memory, and language structure skills prior to working in the Fast ForWord to Reading products.

Participants can achieve a variety of results when completing *Fast ForWord* to Literacy exercises:

- ☑ **Improved reading foundation** – additional fluency in recognizing vocabulary and extracting meaning from connected words and text
- ☑ **Improved listening comprehension** – improved comprehension and use of syntax and grammar; ability to remember story details
- ☑ **Sustained focus and attention** – improved focus, recall, reasoning, and organizational skills; increased involvement in learning; stronger reading comprehension abilities
- ☑ **Improved fluency** – faster recognition of sounds and units of meaning in oral language; improved sequencing,sound discrimination, and listening skills

Specific skill exercises that can be used as interventions are presented in:

- **Galaxy Goal** – Helps participants who have difficulty distinguishing between syllables that differ by an individual phoneme
- **Space Racer** – Helps participants improve listening accuracy by having to correctly identify a sequence of two sounds sweeps; the frequencies and durations of sound sweeps correspond to the rapid transitions in the sounds of the English language
- **Spin Master** – Helps participants work on improving phonologicalfluency skills by helping distinguish between syllables that differ by an individual phoneme
- **Lunar Tunes** – Helps participants improve working memory by holding a syllable or word in memory while searching for its match
- **Star Pics** – Helps participants improve phonological awareness skills by distinguishing between words that differ by initial or final sound
- In addition, for those participants who need more assistance in building skills in story comprehension, sentence comprehension, and followingdirections, **Stellar Stories** can be very helpful.

Improving Performance in Fast ForWord to Reading 1 and Fast ForWord to Reading 2

- Keep a user-friendly dictionary within easy reach of participants
- Work individually with participants who have difficulty reading silently (progress from reading aloud to whispering to moving lips to reading silently)
- Make flashcards for skill building: word pairs, vocabulary, semantic categories
- Build a vocabulary word train to post around the room using *Fast ForWord* word lists
- Draw pictures of singular and plural objects
- Create self-correcting exercises with laminated activity sheets
- Challenge participants to write their own *Fast ForWord* story and exercises as if they were the software designers

Implementing Progress Tracker's Intervention Activities

Progress Tracker presents many intervention strategies in response to flags that alert teachers and coaches to the need for some other action to be taken. Intervention activities are available for individual participants, small groups, and classes.

Examples of participant difficulties and resulting Progress Tracker intervention strategies (see Progress Tracker for full details) include the following:

- **Average Sound Exercises**

  The participant is having difficulty with the sound exercises (see *Appendix*, page 151). This could be due to extremely low performance on one exercise or mediocre performance on both.

  Suggested Actions:

  ☑ Work on listening skills

  ☑ Ensure clear understanding of the tasks

  ☑ Check motivation – create a challenge

  ☑ Work on consistent accuracy (10-in-a-row intevention activity)

  ☑ Intervention

- **Average Word Exercises**

  The participant is having difficulty with the word exercises (see *Appendix*). This could be due to extremely low performance on one exercise or mediocre performance on two or more exercises.

  Suggested Actions:

  ☑ Check word recognition skills

  ☑ Check comprehension skills

  ☑ Ensure clear understanding of the tasks

  ☑ Check motivation – create a challenge

Tips for Improving Low Participation Levels

Cause	Suggested Remedy
Not starting on time	Rearrange schedule to allow start up and shut down time.
Skipping exercise	Closely monitor participant, ensure participant understands task
Quitting exercises early	Change protocol; Do not show exit command to participants

Tips for Improving Low Attendance Levels

Cause	Suggested Remedy
School holidays, vacation, snow days	Rearrange schedules
Illness	Encourage healthy habits
Chronic absenteeism	Re-prioritize Fast ForWord instruction in school; Communicate importance to parents and teachers

Using Fast ForWord Exercise-Specific Activities

In addition to the Progress Tracker intervention activities are the activities that have been developed for specific *Fast ForWord* exercises. Some of these activities have been designed by *Fast ForWord* teachers and used successfully in *Fast ForWord* labs and classrooms. Many of the intervention activities are designed for use with individual participants, however, they can be adapted for participants to work in teams of two or small groups.

The Intervention Activity Matrix offers suggested intervention activities. Activity descriptions, directions, and materials are located in the accompanying Resource CD. The following pages provide a few samples of the Matrix listing activities.

These along with using the *Fast ForWord* product demos, employing *Fast ForWord* Language Basics and *Fast ForWord* to Literacy, implementing Progress Tracker's intervention activities, and incorporating exercise-specific activities can help participants improve their performance.

FAST FORWORD LANGUAGE BASICS INTERVENTION ACTIVITIES			
Exercise	**Skill Addressed**	**Intervention**	**Grade Levels**
Hungry Tummy	Identifying colors	*What Is This Color?*	Elementary
Drag Racer	Identifying sound Changes in sound sequences	*Tap-a-Tap*	Elementary, Middle, and High School
Flying Saucer	Identifying sound sequences	*All in a Row?*	Elementary, Middle, and High School

FAST FORWORD LANGUAGE INTERVENTION ACTIVITIES			
Exercise	**Skill Addressed**	**Intervention**	**Grade Levels**
Circus Sequence	Building sequence skills	*1-2-3 Card Game*	Elementary
Phonic Words		*Catch that Letter*	Elementary
Block Commander	Sequencing	*Commander Trains*	Elementary
Language Comprehension Builder	Identifying singular and plural nouns	*One or More*	Elementary

FAST FORWORD LANGUAGE TO READING INTERVENTION ACTIVITIES			
Exercise	**Skill Addressed**	**Intervention**	**Grade Levels**
Trog Walkers	Building sequencing skills	*Up/Down Arrows*	Elementary, Middle, and High School
Start-Up Stories	Building listening comprehension using the negative form of "not" in sentences	*Yes/No*	Elementary, Middle, and High School
Treasure in the Tomb	Building listening accuracy	*Match the Sounds*	Elementary, Middle, and High School
Bug Out!	Building word recognition and comprehension skills	*Going Shopping*	Elementary, Middle, and High School

FAST FORWORD TO LITERACY INTERVENTION ACTIVITIES			
Exercise	**Skill Addressed**	**Intervention**	**Grade Levels**
Galaxy Goal	Improve identification and discrimination of phonemes (phonological fluency)	*Hear the Sound?*	Middle & High School, ELL,Adult
Spin Master	Improve the ability to make correctdistinctions based on individual phonemes (phonological accuracy)	*What's the Spin Master Sound?*	Middle & High School, ELL,Adult
Space Racer	Improve the speed for identifying and understanding rapid successive changes in sound	*Red Square/Green Square*	Middle & High School, ELL,Adult
Lunar Tunes	Improve identification and discrimination of phonemes (phonological fluency)	*Four Squares*	Middle & High School, ELL,Adult
Star Pics	Improve auditory word recognition by exercising the participant's ability to distinguish phonologically similar words	*Match the Card*	Middle & High School, ELL,Adult
Stellar Stories	Improve understanding of the relationship between words, grammar, and meaning (language structure)	*Singular/Plural Nouns*	Middle & High School, ELL,Adult

FAST FORWORD TO LITERACY ADVANCED INTERVENTION ACTIVITIES			
Exercise	**Skill Addressed**	**Intervention**	**Grade Levels**
Meteor Ball	Decoding words	*Decoding Sound/ Syllable Patterns*	Middle and High School
Laser Match	Matching pairs of words within grids of varying sizes	*Match Pairs of Words*	Middle and High School
Lunar Leap	Building phonemic awareness and letter-sound associations	*Letters/Sounds*	Middle and High School
Galaxy Theater	Asking and answering literal questions Literal Questions	*Literal Questions and Answers*	Middle and High School
Sky Rider	Identifying tonal sweeps in the same sequence as the sounds are presented	*Up and Down Flags*	Middle and High School

FAST FORWORD TO READING PREP INTERVENTION ACTIVITIES			
Exercise	**Skill Addressed**	**Intervention**	**Grade Levels**
Hungry Tummy	Identifying Colors	*What Is This Color?*	Elementary

Fast ForWord Product Resources

The following section provides details about each Fast ForWord product, including:

- Exercise instructions and keyboard shortcuts
- Scope and sequence
- Product protocols
- Motivational activities

For an overview of the skills targeted for each product, refer to the "*Fast ForWord* Products and Targeted Skills" in the *Appendix* (see page 146).

Fast ForWord Language Basics

Fast ForWord Language Basics presents three exercises that develop visual attention and auditory discrimination skills as well as sustained auditory attention. It prepares participants for the listening and attentional demands of classroom instruction and advances participants struggling on

Fast ForWord Language. Through the use of Scientific Learning's patented technology, this product improves:

- Sound sequencing skills
- Fine motor skills
- Hand-eye coordination
- Pattern recognition
- Color/shape identification

Fast ForWord Language Basics targets each participant's specific skill level and then adapts to the participant's individual responses. As the participant progresses, *Fast ForWord* Language Basics becomes more challenging, developing the broad range of skills necessary for language and reading development. Individual progress is evaluated and reported in *Fast ForWord* Progress Tracker.

Product Protocol

Thirty Minute Protocol: Three 10-minute exercies, 5 days/week, 3-6 weeks

Scope and Sequence

Exercise	Drag Racer	Flying Saucer	Inside the Tummy
Task	Click and hold the drag racer to hear a repeated sound, then release it when the sound changes.	Click flying saucers that are associated with sounds in the same order that the sounds are presented.	Click and drag colored shapes into the outlines of matching shapes.
Targeted Skills	■ Auditory perception ■ Fine motor development	■ Auditory perception ■ Fine motor development	■ Hand-eye coordination ■ Pattern recognition ■ Auditory perception ■ Fine motor development
Cognitive Skills Developed	■ Working memory ■ Sustained auditory attention ■ Auditory processing	■ Working memory ■ Sustained auditory attention ■ Auditory processing ■ Event sequencing	■ Visual attention ■ Visual processing

Motivational Activities

Elementary Students

- Hungry Tummy: Use a Points Chart to track participant progress. Exchange progress points for small prizes. (See www.scientificlearning.com/customerconnect or the *Professional Development Resource CD*.)
- Drag Racer: Create a race track on a bulletin board. Cut out race cars, decorate cars, put a participant's name on each car, and pin the race cars on the track, repositioning to show each day's progress. Upon successful completion, award a prize.

Bulletin Board Ideas

- Clicking Our Way to Success: computer mice with participants' names, pictures
- Welcome to Our *Fast ForWord* Community: design a community where all roads lead to the *Fast ForWord* exercises
- Go for the Gold with Extra Points: a treasure chest filled with gold coins, a vehicle traveling towards the treasure chest, miniature vehicles with participant names and points
- High Score Board: participant's name, screen shots of *Fast ForWord* exercises, highest points score card, spotlight the participants who beat their own points or that get highest points overall
- Wall of Fame: participants' names are placed on the Wall of Fame when their achieve high point scores
- Point Chart Board: Have participants design point charts and then use colorful stickers to track their progress

(See Coaching Essentials for Bulletin Board Ideas in *Professional Development Resource CD*)

Fast ForWord Language Basics Exercises & Tasks

Task	Keyboard Shortcut
Inside the Tummy	
1. Click and hold a shape outside the bear's tummy. **2.** Next, drag the shape over the matching outline inside the bear's tummy and release it.	None available
Flying Saucer	
1. Click the Mother Ship to release smaller ships and listen to the sounds presented. **2.** Next, click the smaller ships in the order that repeats the sequence of sounds presented.	*Mother Ship*: up arrow *Left/right ships*: left/right arrows
Drag Racer	
1. Click and hold the drag racer to hear a repeated sound. **2.** Next, release the drag racer when the sound changes to send it zooming off the screen.	*Hold car*: space bar down *Release car*: space bar up

Fast ForWord Language

Participants who are struggling with reading and need to develop the cognitive and language skills necessary to become better readers benefit from the exercises in *Fast ForWord* Language. *Fast ForWord* Language consists of seven exercises, which provide practice with basic speech sounds as well as the essential skills for learning to read.

The sound exercises present complex auditory information in a pre-word format, such as frequency sweeps, phonemes, and digitally enhanced speech sounds. The word exercises present words either in isolation or within sentences with various levels of linguistic complexity. The words and sentences have been acoustically modified to stretch and emphasize the rapidly changing phonetic elements within natural speech. Individual progress is evaluated and reported in *Fast ForWord* Progress Tracker.

Product Protocols

30 Min	40 Min	50 Min	75 Min	90 Min
■ Three 10-minute exercises	■ Four 10-minute exercises	■ Five 10-minute exercises	■ Five 15-minute exercises	■ Five 15-minute exercises
■ 5 days/week	■ 5 days/week	■ 5 days/week	■ 5 days/week	■ 5 days/week
■ 12-16 weeks	■ 9-13 weeks	■ 6-10 weeks	■ 5-8 weeks	■ 4-7 weeks

IMPORTANCE OF PROTOCOL

Neuroscience research confirms the importance of frequency and intensity of activity to build and strengthen cognitive skills. Therefore, adherence to *Fast ForWord* product protocol is essential to delivering good results.

Motivational Activities for Elementary Students

Create a Disney World theme in the lab with Mickey Mouse hats to wear while working in *Fast ForWord* products, pictures of rides on a bulletin board, and Disney-related reward items in a treasure chest.

Fast ForWord Language Scope & Sequence

Exercise	Circus Sequence	Old MacDonald's Flying Farm	Phoneme Identification	Phonic Match
Task	Identify a sequence of sounds by clicking buttons that correspond to the sound sweeps.	Click and hold the flying animal to hear a repeated sound. Release the animal when the sound changes.	Identify the character that matches the target sound.	Match sounds represented by a grid of tiles by clicking on one tile and finding another with the identical sound.
Targeted Skills	■ Listening accuracy	■ Phonological awareness ■ Listening accuracy	■ Phonological awareness ■ Listening accuracy	■ Auditory word recognition ■ Phonological awareness ■ Listening accuracy
Cognitive Skills Developed	■ Working memory & visual symbol-sound associations from long term memory ■ Sustained and focused attention ■ Auditory processing ■ Sequencing ability	■ Working memory ■ Sustained and focused attention ■ Auditory processing	■ Working memory ■ Focused attention ■ Auditory processing	■ Auditory & visual spatial working memory ■ Sustained and focused attention ■ Auditory processing

Exercise	Phonic Words	Language Comprehension Builder	Block Commander
Task	Click the picture that represents the object identified in the exercise.	Click the picture that has the most accurate representation of the sentence.	Follow verbal instructions to identify and manipulate objects of various colors, shapes, and sizes.
Targeted Skills	■ Auditory word recognition ■ Phonological awareness ■ Listening accuracy	■ Listening comprehension ■ Syntax and morphology ■ Listening accuracy	■ Language Comprehension ■ Listening comprehension ■ Syntax and morphology ■ Auditory word recognition ■ Listening accuracy
Cognitive Skills Developed	■ Working memory & visual symbol-sound associations from long term memory ■ Focused attention ■ Auditory processing	■ Working memory & visual symbol-sound associations from long term memory ■ Sustained and focused attention ■ Auditory processing ■ Sequencing ability	■ Working memory ■ Listening accuracy ■ Sustained and focused attention ■ Auditory processing ■ Sequencing ability

Fast ForWord Language Exercises & Tasks

Task	Keyboard Shortcut
Circus Sequence	
1. Click the sound button and listen to the sounds presented. **2.** Click the up and down arrows to match the sequence of sounds you just heard.	*Sound button*: up arrow *Up/down arrow buttons*: left/right arrows
Old MacDonald's Flying Farm	
1. Click and hold the flying animal and listen to a series of repeated syllables. **2.** Release (the mouse) the animal when the syllable changes.	*Hold animal*: space bar down *Release animal*: space bar up
Phoneme Identification	
1. Click the sound button to hear the target syllable. **2.** Click the character that repeats the target syllable.	*Sound button*: space bar *Left/right animals*: left/right arrows
Phonic Match	
1. Click a tile (target) and listen to the word or syllable associated with the tile. **2.** Click the other tiles to find the tile's match. **3.** Confirm the match by clicking the target tile again.	None available.
Phonic Words	
1. Click the sound button and listen to the word presented. **2.** Click the picture that you were instructed to identify.	*Sound button*: up arrow *Left/right pictures*: left/right arrows
Language Comprehension Builder	
1. Click the sound button to hear a sentence. **2.** Click the picture that best represents the sentence.	*Sound button*: space bar
Block Commander	
1. Click the sound button to hear instructions. **2.** Follow the instructions by clicking to touch the shapes or clicking and dragging to move the shapes.	*Sound button*: space bar

Fast ForWord Language to Reading

Fast ForWord Language to Reading continues to develop the cognitive and language skills addressed in *Fast ForWord* Language. Participants enrolled in this product receive instruction in sound-letter comprehension, phonological awareness, beginning word recognition, and English language conventions.

The five exercises in *Fast ForWord* Language to Reading work together to teach basic speech sounds as well as fundamental skills for reading improvement. The sound exercise, Trog Walkers, presents tonal sweeps using different frequencies, different sequences of multiple sounds, and different time durations. The word exercises present words either in isolation or in sentences with various levels of linguistic complexity.

The words and sentences in the exercises have been acoustically modified to stretch and emphasize the rapidly changing phonetic elements within natural speech. The exercises also reinforce recognition of graphemes, the letters that represent phonemes, and visual tracking, to reinforce left-to-right reading patterns. Individual progress is evaluated and reported in *Fast ForWord* Progress Tracker.

Product Protocols

30 Min	40 Min	50 Min	75 Min	90 Min
■ Three 10-minute exercises	■ Four 10-minute exercises	■ Five 10-minute exercises	■ Five 15-minute exercises	■ Five 15-minute exercises
■ 5 days/week	■ 5 days/week	■ 5 days/week	■ 5 days/week	■ 5 days/week
■ 12-16 weeks	■ 9-13 weeks	■ 6-10 weeks	■ 5-8 weeks	■ 4-7 weeks

Motivational Activities for Elementary Students

Create a motivational theme kit. Inside a box place a bar graph chart printed with the theme, a theme notepad, packages of foam shapes that go with the theme, a package of individual incentive charts (theme-related), a package of general theme stickers, a package of positive statement stickers (Cool! Star!, etc.), a sample of wooden sticks with *Fast ForWord* stickers on them.

Sample themes:

- Shooting Stars are Moving *Fast ForWord* (shooting stars)
- Our Brains are Buzzin' *Fast ForWord* (bumblebees/bugs)
- Buzzin' Strong with *Fast ForWord* (bugs)

Fast ForWord Language to Reading Scope & Sequence

Exercise	Trog Walkers	Bug Out!	Polar Cop	Treasure in the Tomb	Start-Up Stories
Task	Idenitify a sequence of sounds by clicking buttons that correspond to the sound sweeps.	Match words in a grid of scarabs by clicking on one scarab and finding another scarab with the identical word.	Listen to a target word announced. As a series of similar words are announced, select the target word when it is presented again.	Listen to a target word announced. Click on the character that presents the target word.	Listen to a story and ■ Answer questions that relate to the story presented ■ Identify the picture that has the most accurate representation of the sentence ■ Follow verbal instructions to identify and manipulate objects of various colors and sizes
Targeted Skills	■ Organization ■ Listening accuracy	■ Word analysis ■ Organization ■ Listening accuracy	■ Word analysis ■ Organization ■ Sound-Letter Correspon-dence ■ Phonological fluency ■ Visual tracking	■ Word analysis ■ Sound-Letter Correspon-dence ■ Phonological fluency	■ Organization ■ English Language conventions ■ Listening comprehen-sion
Cognitive Skills Developed	■ Working memory & visual symbol-sound associations from long term memory ■ Sustained and focused attention ■ Auditory processing ■ Sequencing ability	■ Auditory & visual spatial working memory ■ Sustained and focused attention ■ Auditory, visual & cross-modal processing	■ Working memory ■ Sustained and focused attention ■ Auditory, visual & cross-modal processing	■ Working memory ■ Focused attention ■ Auditory, visual & cross-modal processing	■ Working memory & visual symbol-sound associations from long term memory ■ Sustained and focused attention ■ Auditory & linguistic processing ■ Sequencing ability

Fast ForWord Language to Reading Exercises & Tasks

Task	Keyboard Shortcut
Trog Walkers	
1. Click the bugle to hear a sequence of sound sweeps. **2.** Click the up arrow and down arrow buttons to repeat the sequence of sounds you just heard.	*Sound button (bugle)*: up arrow *Up arrow button*: left arrow *Down arrow button*: right arrow
Polar Cop	
1. Click the picture of Chief Dog to hear the target word. **2.** Click the matching word when it appears.	*Sound button* (Chief Dog): up arrow *Select current word*: down arrow
Treasure in the Tomb	
1. Click the sound button to hear the target word. **2.** Click the character that repeats (and displays) the target word.	*Sound button*: up arrow *Left Egyptian character*: left arrow *Right Egyptian character*: right arrow
Bug Out	
1. Click a tile to hear a word presented. **2.** Click the other tiles until you find the word that matches the first tile. **3.** Confirm the match by clicking the first tile again.	None available.
Start-Up Stories	
Story Comprehension **1.** Click the button to hear a story: *Chicken Licken*, *The Big Bad Pigs*, or *Little Red and the Wolf.* **2.** Click the sound button to hear a question about the story. **3.** Click the picture that answers the question. *Sentence Comprehension* **1.** Click the sound button to hear a sentence. **2.** Click the picture that best represents the sentence. *Following Directions* **1.** Click the sound button to hear instructions. **2.** Click or move objects on a grid according to the instructions given.	None available.

Fast ForWord to Literacy

Fast ForWord to Literacy is geared towards middle and high school students, replacing the former *Fast ForWord* Middle & High School product. This product, offering six exercises, also provides effective instruction for English Language Learners.

Fast ForWord to Literacy exercises build cognitive, language, and literacy skills. The product provides advanced grammatical structures, places increased demand on listening for comprehension tasks and advances student vocabulary including terms from math and science. Combined with data-driven educational content it adapts to a student's skill level so adolescent students are continually challenged rather than being frustrated by tasks that are too difficult or bored with tasks that are too easy. Product features such as introductory trials with visual-help and a vocabulary tool that allows for pre-learning words and concepts support students in achieving rapid success, often without any additional intervention. Individual progress is evaluated and reported in *Fast ForWord* Progress Tracker.

Product Protocols

30 Min	40 Min	50 Min	75 Min	90 Min
■ Three 10-minute exercises	■ Four 10-minute exercises	■ Five 10-minute exercises	■ Five 15-minute exercises	■ Five 15-minute exercises
■ 5 days/week	■ 5 days/week	■ 5 days/week	■ 5 days/week	■ 5 days/week
■ 12-16 weeks	■ 9-13 weeks	■ 6-10 weeks	■ 5-8 weeks	■ 4-7 weeks

IMPORTANCE OF PROTOCOL

Neuroscience research confirms the importance of frequency and intensity of activity to build and strengthen cognitive skills. Therefore, adherence to *Fast ForWord* product protocol is essential to delivering good results.

Motivational Activities for Secondary Students

Daily or weekly have participants list their points in green ink in a checkbook register. On a weekly basis, they may spend their points by purchasing prizes. Have them subtract those points in red ink and keep a daily to weekly total in the checkbook register.

Fast ForWord to Literacy Scope & Sequence

Exercise	Space Racer	Galaxy Goal	Spin Master	Lunar Tunes	Stellar Stories	Star Pics
Task	Identify each sweep in the sequence by clicking the up and down arrows in the same sequence as the sounds are presented.	Listen to a series of sounds and click a button when the sound changes.	Listen to a target syllable then click the highlighted turntable when the target syllable is presented.	Listen to one word/syllable from each speaker on a grid. Match up each pair of speakers that play the same word/syllable. When all pairs are matched, clear the grid.	Listen to a story and answer comprehen-sion questions. Listen to sentences and select pictures that best represent the sentences. Listen to instructions and manipulate one or more objects as instructed.	Listen to a word and view four pictures. Click the picture that best represents the target word.
Targeted Skills	■ Listening accuracy ■ Auditory sequencing	■ Phono-logical fluency ■ Phono-logical memory	■ Phono-logical fluency ■ Phono-logical accuracy ■ Phono-logical memory	■ Auditory word recognition ■ Phono-logical fluency ■ Phono-logical accuracy ■ Phono-logical memory	■ Listening comprehen-sion ■ English language ■ Following directions ■ Vocabulary develop-ment	■ Phono-logical fluency ■ Phono-logical accuracy ■ Listening comprehen-sion ■ Auditory word recognition
Cognitive Skills Developed	■ Long term and working memory ■ Focused attention ■ Auditory processing ■ Sequenc-ing	■ Working memory ■ Sustained attention ■ Auditory processing	■ Working memory ■ Focused attention ■ Auditory processing	■ Working memory ■ Sustained & focused attention ■ Auditory processing ■ Visual-spatial processing	■ Long term & working memory ■ Sustained & focused attention ■ Auditory, visual & linguistic processing ■ Sequenc-ing	■ Long term & working memory ■ Focused attention ■ Auditory & linguistic processing

Fast ForWord to Literacy Exercises & Tasks

Task	Keyboard Shortcut
Space Racer	
1. Click the yellow planet to hear a sequence of two sound sweeps. **2.** Click the up arrow and down arrow buttons to identify that sequence of sounds you just heard.	*Planet (sound button)*: up arrow *Up/down arrow buttons*: up/down arrows
Galaxy Goal	
1. Click the yellow planet to hear a syllable repeated. **2.** Click the yellow planet again when you hear a new syllable.	*Planet, start trial*: down arrow or space bar *Planet, response*: up arrow
Spin Master	
1. Click the yellow planet to hear a syllable. **2.** Listen as the DJ plays two syllables one on each turntable. **3.** Click the turntable that plays the target syllable.	*Planet (sound button)*: down arrow or space bar *Left/right turntables*: left/right arrows
Lunar Tunes	
1. Click a yellow speaker to hear a syllable or word pronounced. **2.** Click the other speakers until you hear the matching word or syllable. **3.** Confirm the match by clicking the first speaker again.	None available.
Star Pics	
1. Click the yellow planet to hear a word. **2.** Click the picture that best represents the word you heard.	*Planet (sound button)*: down arrow or space bar *Responses, top left to bottom right*: number keys 1 through 4
Stellar Stories	
Story Comprehension **1.** Click the yellow planet to hear a story. The story begins. **2.** Click the yellow planet to hear a question about the story. **3.** Click the picture that answers the question. *Sentence Comprehension* **1.** Click the yellow planet to hear a sentence. **2.** Click the picture that best represents the sentence you heard. *Following Directions* **1.** Click the yellow planet to hear instructions. **2.** Click or move objects on a grid according to the instructions given.	(For Story/Sentence Comprehension only) *Planet (sound button)*: down arrow or space bar *Responses, top left to bottom right*: number keys 1 through 4

Fast ForWord to Literacy Advanced

Fast ForWord to Literacy Advanced, developed specifically for adolescents and young adults, enables participants to further strengthen their foundational cognitive and language skills that are addressed in *Fast ForWord* Middle & High School. This product presents 5 exercises: Meteor Ball, Laser Match, Sky Rider, Lunar Leap, and Galaxy Theatre. Cognitive skill building includes sustained attention, the ability to sequence multi-step instructions, and auditory and visual memory. Language skills focus on listening comprehension and English conventions. Basic reading skills focus on phonemic awareness, decoding and word recognition. Participants' progress is measured and reported through *Fast ForWord* Progress Tracker.

Product Protocols

30 Min	40 Min	50 Min	75 Min	90 Min
■ Three 10-minute exercises	■ Four 10-minute exercises	■ Five 10-minute exercises	■ Five 15-minute exercises	■ Five 15-minute exercises
■ 5 days/week	■ 5 days/week	■ 5 days/week	■ 5 days/week	■ 5 days/week
■ 12-16 weeks	■ 9-13 weeks	■ 6-10 weeks	■ 5-8 weeks	■ 4-7 weeks

IMPORTANCE OF PROTOCOL

Neuroscience research confirms the importance of frequency and intensity of activity to build and strengthen cognitive skills. Therefore, adherence to *Fast ForWord* product protocol is essential to delivering good results.

Motivational Activities

Create a bulletin board theme centered around outer space using *Fast ForWord* to Literacy Advanced exercise titles and pictures/drawings of product characters. Create individual tracking sheets for each participant with specific rewards noted for completion of each exercise. Provide age-appropriate rewards such as a space video or a paperback book about a famous astronaut.

Fast ForWord to Literacy Advanced Scope & Sequence

Exercise	Meteor Ball	Laser Match	Sky Rider	Lunar Leap	Galaxy Theater
Task	Listen to a spoken word, recognize and select the target word that is presented aurally and in writing within a series of different words.	Using both auditory and visual clues, match pairs of words within grids of varying size.	Listen to a sequence of tonal sweeps. Identify each sweep in the sequence by clicking the up and down arrows in the same sequence as the sounds are presented.	Listen to a word. Recognize and select the target word within sequence of two written and pronuounced words.	Listen to a story and answer comprehension questions about the story. Then listen to sentences. Select thepictures that best represent the sentences. Listen to instructions and manipulate one or more objects as instructed.
Targeted Skills	■ Word analysis	■ Word analysis ■ Phonological fluency	■ Organization ■ Listening accuracy	■ Word analysis ■ Phonological awareness	■ English Language conventions ■ Listening comprehen-sion
Cognitive Skills Developed	■ Memory ■ Attention ■ Processing	■ Memory ■ Attention ■ Processing	■ Memory ■ Attention ■ Processing ■ Sequencing	■ Memory ■ Attention ■ Processing	■ Memory ■ Attention ■ Processing ■ Sequencing

Fast ForWord to Literacy Advanced Exercises & Tasks

Task	Keyboard Shortcut
Sky Rider	
1. Click the yellow planet to hear a sequence of sound sweeps. **2.** Click the up arrow and down arrow buttons to repeat that sequence of sound sweeps.	*Planet (sound button)*: up arrow *Up/down arrow buttons*: up/down arrows
Laser Match	
1. Click a monitor to hear a word pronounced and see the word displayed on the monitor. **2.** Click the other monitors until you hear the matching word. **3.** Confirm the match by clicking the first monitor again.	None available.
Meteor Ball	
1. Click the yellow planet to hear a word pronounced. **2.** Listen as a series of words are pronounced and displayed on meteors that move across the screen. **3.** Identify and click the target word when presented.	*Planet (sound button)*: down arrow or space bar *Left/right turntables*: left/right arrows
Lunar Leap	
1. Click the yellow planet to hear a word pronounced. **2.** Listen as the alien pronounces two words and briefly displays each word on one of the two helmets. **3.** Click the helmet that best represents the target word.	*Planet (sound button)*: down arrow or space bar *Left/right turntables*: left/right arrows
Galaxy Theater	
Story Comprehension **1.** Click the yellow planet to hear a story. The story begins. **2.** Click the yellow planet to hear a question about the story. **3.** Click the picture that answers the question. *Sentence Comprehension* **1.** Click the yellow planet to hear a sentence. **2.** Click the picture that best represents the sentence. *Following Directions* **1.** Click the yellow planet to hear instructions. **2.** Click or move objects on a grid according to the instructions given.	(For Story/Sentence Comprehension only) *Planet (sound button)*: down arrow or space bar *Responses, top left to bottom right*: number keys 1 through 4

Fast ForWord to Reading Prep

Fast ForWord to Reading Prep is the first product in the *Fast ForWord* to Reading product series. This product consists of six exercises that work together to develop the foundational cognitive skills in the context of essential pre-reading skills.

The pre-reading skills covered in *Fast ForWord* to Reading Prep include letter recognition and naming, phonemic awareness, understanding of the alphabetic principle, and knowledge of letter-sound associations. Individual progress is evaluated and reported in *Fast ForWord* Progress Tracker.

Product Protocols

30 Min	40 Min	50 Min	75 Min	90 Min
■ Three 10-minute exercises ■ 5 days/week ■ 12-16 weeks	■ Four 10-minute exercises ■ 5 days/week ■ 9-13 weeks	■ Five 10-minute exercises ■ 5 days/week ■ 6-10 weeks	■ Five 15-minute exercises ■ 5 days/week ■ 5-8 weeks	■ Five 15-minute exercises ■ 5 days/week ■ 4-7 weeks

IMPORTANCE OF PROTOCOL

Neuroscience research confirms the importance of frequency and intensity of activity to build and strengthen cognitive skills. Therefore, adherence to *Fast ForWord* product protocol is essential to delivering good results.

Motivational Activities for Middle & High School Students

- Open a *Fast ForWord* Store
- Create paper *Fast ForWord* dollars in different colors representing different dollar amounts and point values.
- Gather fun and useful items from garage sales, thrift shops, parents and Dollar stores.
- Make it easy for yourself!
- Make it fun for the kids!
- Prizes do not have to be costly because the fun is in the winning.
- Variety is the spice of prizes! – pencils, pens, highlighters, note tablets, fun paper clips, art paper, binders, jacks, marbles, cookies, stickers, bouncy balls, games, organizers, calendars.

Fast ForWord to Reading Prep Scope & Sequence

Exercise	Inside the Tummy	Hungry Tummy	Packing Pig Goes to Work	Packing Pig Has Lunch	Houndini	Coaster
Task	Click and drag colored shapes into the outlines of matching shapes.	Follow verbal instructions to identify and manipulate shapes of various colors and sizes.	Listen for the name of a letter and click on the matching letter.	Clear a grid of boxes by finding the matching letters.	Identify the word that has a different sound from the others.	Listen for the sound of a consonant-vowel pair and then click on the matching consanant letter.
Targeted Skills	■ Precise visual attention skills ■ Pattern recognition ■ Auditory perception ■ Fine motor development ■ Hand-eye coordination	■ Ability to follow verbal directions ■ Verbal decoding ■ Hand-eye coordination ■ Color, shape, size identification ■ Fine motor development	■ Letter-name association for uppercase & lowercase letters ■ Phonological awareness ■ Fine motor development	■ Letter-name association for uppercase & lowercase letters ■ Visual spatial memory	■ Phonemic awareness ■ Fine motor development	■ Phonemic awareness to develop letter-sound associations ■ Build initial understandin g of the alphabetic principle ■ Fine motor development
Cognitive Skills Developed	■ Precise visual attention ■ Visual processing	■ Working memory ■ Selective attention ■ Auditory, visual & linguistic processing	■ Working memory ■ Visual spatial memory ■ Selective attention ■ Auditory & visual processing	■ Auditory & visual-spatial processing ■ Visual-spatial memory ■ Sustained attention ■ Auditory & visual processing	■ Auditory working memory ■ Selective attention ■ Auditory & visual processing ■ Sequencing	■ Auditory working memory ■ Selective attention ■ Auditory perception ■ Auditory & visual processing ■ Sequencing

Fast ForWord to Reading Prep Exercises & Tasks

Task	Keyboard Shortcut
Inside the Tummy	
1. Click and hold a shape outside the bear's tummy. **2.** Drag the shape over the matching outline inside the bear's tummy and release it.	None available
Hungry Tummy	
1. Click and hold the shape that matches the bear's request. **2.** Drag and release it into the bear's mouth.	None available
Packing Pig Goes to Work	
1. Click the loudspeaker to hear the letter. **2.** Click the letter that matches the target letter.	*Loudspeaker*: space bar *Letters shown on screen*: corresponding letter keys on the keyboard
Packing Pig Has Lunch	
1. Click a letter to hear the letter pronounced. **2.** Click the corresponding uppercase or lowercase letter that matches the first letter.	None available.
Coaster	
1. Click the coaster operator at his podium to hear the target letter sound. **2.** Click the coaster showing the matching written consonant.	*Coasters left to right*: numbers 1 through 3
Houndini	
1. Click the magic dog to see four cards with pictures and/or words displayed. **2.** Click the card that represents a different sound from the other three cards presented.	*Magic dog*: space bar *Cards left to right*: numbers 1 through 4

Fast ForWord to Reading 1

Fast ForWord to Reading 1 builds critical reading skills with a focus on phonemic awareness, early decoding skills, appreciation of print, and motivation for reading. The exercises within this product use exclusive patented technology to help participants build the cognitive skills of memory, attention, processing, and sequencing are developed in the context of reading exercises aligned with expected first grade levels. Individual progress is evaluated and reported in *Fast ForWord* Progress Tracker.

Product Protocols

30 Min	40 Min	50 Min	75 Min	90 Min
■ Three 10-minute exercises ■ 5 days/week ■ 12-16 weeks	■ Four 10-minute exercises ■ 5 days/week ■ 9-13 weeks	■ Five 10-minute exercises ■ 5 days/week ■ 6-10 weeks	■ Five 15-minute exercises ■ 5 days/week ■ 5-8 weeks	■ Five 15-minute exercises ■ 5 days/week ■ 4-7 weeks

IMPORTANCE OF PROTOCOL

Neuroscience research confirms the importance of frequency and intensity of activity to build and strengthen cognitive skills. Therefore, adherence to *Fast ForWord* product protocol is essential to delivering good results.

Motivational Activities for Elementary Students

- Create a bulletin board with the *Fast ForWord* characters from Quail Mail. Inside a large mailbag sitting on the floor under the bulletin board are prizes to be chosen upon completion of each of the exercises.
- Gather stuffed animals (bears, fish, quail, rabbits, flies) from parents and thrift shops and place them in a large basket on the floor near the computers. The participant(s) with the highest score for the day can choose one of the animals to place on top of the computer for the next day's session.

Fast ForWord to Reading 1 Scope & Sequence

Exercise	Bear Bags	Quail Mail	Flying Fish	Magic Rabbit	Bedtime Beasties	Buzz Fly
Task	Sort words by their beginnings, endings, or vowel sounds.	Sort pictures and words into categories, building vocabulary knowledge by exploring different conceptual relationships.	(1) Read and listen to a word, then find the same word in a series of written and spoken words. (2) Listen to a word and find the same word in a series of written words.	Listen to a word, then spell it by filling in a missing letter, or by unscrambling the letters.	Listen and read along to a sentence with a missing word, then pick the right picture or word to fill in the blank.	(1) Read sentences independently and fill in the blank in each one. (2) Listen and read along to a story or non-fiction passage, then choose the right picture to answer questions about the story or passage.
Targeted Skills	■ Decoding ■ Phonemic awareness ■ Phonics	■ Vocabulary	■ Decoding ■ Sight word identification	■ Spelling ■ Letter-sound correspon-dence	■ Sentence comprehen-sion ■ Vocabulary	■ Paragraph comprehen-sion
Cognitive Skills Developed	■ Working memory ■ Focused attention ■ Auditory processing	■ Working memory ■ Focused attention ■ Auditory & visual processing	■ Working memory/ long-term memory ■ Sustained attention ■ Auditory & visual processing	■ Working memory/ long-term memory ■ Focused attention ■ Auditory & visual processing ■ Sequencing	■ Working memory/ long-term memory ■ Focused attention ■ Auditory & visual processing ■ Sequencing	■ Working memory/ long-term memory ■ Divided attention/ sustained attention ■ Auditory & visual processing ■ Sequencing

Fast ForWord to Reading 1 Exercises & Tasks

Task	Keyboard Shortcut
Bear Bags	
1. Click the yellow paw on the toaster to start the exercise.	*Paw*: space bar
2. Click the lunch bag that contains the best match for the word presented on the toast.	*Category bags, left to right*: number keys 1-4
Buzz Fly	
1. Click the yellow paw on the filing cabinet to start the exercise.	*Paw*: space bar
2. Click the picture that best answers the question about the text passage.	*Responses, top left to bottom right*: number keys 1-4
Flying Fish	
1. Click the yellow paw on the life preserver to start the exercise.	*Paw*: space bar
2. Click the flying fish displaying the word that best matches the presented word.	*Correct response*: down arrow
Bedtime Beasties	
1. Click the yellow paw on the nightstand to start the exercise.	*Paw*: space bar
2. Click the picture, word, letter, or punctuation mark that best fills in the blank and completes the sentence.	*Responses, left to right*: number keys 1 through 4
Quail Mail	
1. Click the yellow paw on the mailbag to start the exercise.	*Paw*: space bar
2. Click the mailbox that contains the category that best corresponds to the presented word.	*Category bins, top to bottom*: number keys 1 through 4
Magic Rabbit	
1. Click the yellow paw on the magic box to start the exercise.	*Paw*: space bar
2. Click and drag and drop the correct missing letter to spell the presented word.	

Fast ForWord to Reading 2

Fast ForWord to Reading 2 consolidates early reading skills with a focus on applying phonics and decoding strategies. It improves word reading and comprehension of easily decodable words and high frequency words in exercises aligned with expected second grade levels.

As the cognitive skills of memory, attention, processing, and sequencing are further developed, participants gain a better understanding of the rules for reading comprehension. These exercises build cognitive skills in the context of essential reading skills including phonemic awareness, letter-sound associations, phonics, decoding, vocabulary, sentence comprehension, and paragraph comprehension. Individual progress is evaluated and reported in *Fast ForWord* Progress Tracker.

Product Protocols

30 Min	40 Min	50 Min	75 Min	90 Min
■ Three 10-minute exercises	■ Four 10-minute exercises	■ Five 10-minute exercises	■ Five 15-minute exercises	■ Five 15-minute exercises
■ 5 days/week	■ 5 days/week	■ 5 days/week	■ 5 days/week	■ 5 days/week
■ 12-16 weeks	■ 9-13 weeks	■ 6-10 weeks	■ 5-8 weeks	■ 4-7 weeks

IMPORTANCE OF PROTOCOL

Neuroscience research confirms the importance of frequency and intensity of activity to build and strengthen cognitive skills. Therefore, adherence to *Fast ForWord* product protocol is essential to delivering good results.

Motivational Activities

Elementary Students: Create a wall attendance chart. Have participants mark their attendance with check marks, stickers, theme pictures, etc. Those participants with perfect attendance receive a special certificate and prize. Those with acceptable attendance receive a prize but no certificate.

Middle & High School Students: Create a motivational theme kit. Inside a box place a bar graph chart printed with the theme, a theme notepad, packages of foam shapes that go with the theme, a package of individual incentive charts (theme-related), a package of general theme stickers, a package of positive statement stickers (Cool! Star!), etc.

Sample themes:

- Racing Ahead with *Fast ForWord* (Indy 500 cars/pictures of drivers)
- Winners in the World of Words (comics, news articles, magnetic letters, sample email messages, advertisements)
- Aiming for the Stars with *Fast ForWord* (sky filled with stars)

Fast ForWord to Reading 2 Scope & Sequence

Exercise	Bear Bags: More Lunch	Fish Frenzy	Magic Bird	Ant Antics	Leaping Lizards	Dog Bone
Task	Sort words by their beginnings, ending, or vowel sounds.	(1) Read and listen to a word, then find the same word in a series of written and spoken words. (2) Listen to a word and find the same word in a series of written words.	(1) Listen to a word and then spell it by filling in the missing beginning or ending part. (2) Make word families by building multiple words from the same beginning or ending part.	Carefully read the four sentences and then select the one that correctly tells something about the picture.	(1) Listen and read along to a sentence with something missing then pick the right word to complete the sentence. (2) Read sentences independent-ly and select the right word, letter, or punctuation mark to complete the sentence.	(1) Listen and read along to a story or non-fiction passage, then choose the right word to answer questions about the story or passage. (2) Reread the stories independent-ly and answer new questions about them.
Targeted Skills	■ Decoding ■ Phonemic awareness ■ Phonics	■ Decoding ■ Sight word identification	■ Spelling ■ Letter-sound correspon-dence	■ Sentence comprehen-sion ■ Vocabulary development	■ Sentence comprehen-sion ■ Vocabulary development	■ Paragraph comprehen-sion
Cognitive Skills Developed	■ Working memory ■ Focused attention ■ Auditory processing	■ Working memory ■ Focused attention ■ Auditory & visual processing	■ Working memory/ long-term memory ■ Sustained attention ■ Auditory & visual processing	■ Working memory/ long-term memory ■ Focused attention ■ Auditory & visual processing ■ Sequencing	■ Working memory/ long-term memory ■ Focused attention ■ Auditory & visual processing ■ Sequencing	■ Working memory/ long-term memory ■ Divided attention/ sustained attention ■ Auditory & visual processing ■ Sequencing

Fast ForWord to Reading 2 Exercises & Tasks

Task	Keyboard Shortcut
Bear Bags: More Lunch	
1. Click the yellow paw on the toaster to start the exercise.	*Paw*: space bar
2. Click the lunch bag that best matches the presented word on the toast.	*Category bags, left to right*: number keys 1 through 4
Dog Bone	
1. Click the yellow paw on the podium to start the exercise.	*Paw*: space bar
2. Click the response that best answers the question about the text passage.	*Responses, left to right*: number keys 1 through 4
Fish Frenzy	
1. Click the yellow paw on the life preserver to start the exercise.	*Paw*: space bar
2. Click the fish displaying the word that best matches the presented word.	*Correct response*: down arrow
Leaping Lizards	
1. Click the yellow paw to start the exercise.	*Paw*: space bar
2. Click the word, letter, or punctuation mark that best fills in the blank and completes the sentence.	*Responses, left to right*: number keys 1 through 4
Ant Antics	
1. Click the yellow paw to start the exercise.	*Paw*: space bar
2. Click the word, letter, or punctuation mark that best fills in the blank and completes the sentence.	*Responses, top to bottom*: number keys 1 through 4
Magic Bird	
1. Click the yellow paw on the magic box to start the exercise.	*Paw*: space bar
2. Click the correct letter combination to spell the presented word.	*Responses, left to right, top to bottom*: number keys 1 through 9

Fast ForWord to Reading 3

Fast ForWord to Reading 3 builds reading knowledge and fluency. With a focus on recognizing word sounds, word forms, and spelling conventions, this product develops basic vocabulary and comprehension skills aligned with expected third grade levels. The exercises build cognitive skills in the context of essential reading skills including advanced knowledge of letter-sounds, phonology and spelling, structure of written language, vocabulary, cause and effect relationships in written text, and paragraph comprehension. Individual progress is evaluated and reported in *Fast ForWord* Progress Tracker.

Product Protocols

30 Min	40 Min	50 Min	75 Min	90 Min
■ Three 10-minute exercises	■ Four 10-minute exercises	■ Five 10-minute exercises	■ Five 15-minute exercises	■ Five 15-minute exercises
■ 5 days/week	■ 5 days/week	■ 5 days/week	■ 5 days/week	■ 5 days/week
■ 12-16 weeks	■ 9-13 weeks	■ 6-10 weeks	■ 5-8 weeks	■ 4-7 weeks

IMPORTANCE OF PROTOCOL

Neuroscience research confirms the importance of frequency and intensity of activity to build and strengthen cognitive skills. Therefore, adherence to *Fast ForWord* product protocol is essential to delivering good results.

Motivational Activities: Design "A Week of Fun"

- **Moody Monday**: Turn the lights down low. Work in your socks in the dark, wearing your favorite T-shirt.
- **Two for Tuesday**: Two different ways to win (1) beat your top score in two exercises, (2) meet or exceed your average points in all five exercises.
- **Wednesdays for Winning**: (1) Everyone gets a reward if they follow lab rules and their scores are higher in at least one exercise, (2) Everyone that meets or exceeds the average score in every exercise is dealt a card. The highest cards win a trip to the Prize Box.
- **Tough Thursday**: Using racking graphs, participants must have higher completion levels in all their exercise (except word exercises that have dropped.) Winners place their name in a drawing for a school shirt, or free supervised computer time.
- **Friday Free-For-All**: A mystery exercise is drawn from the hat and all participants who beat their best score in the mystery exercise receive Fast ForWord Dollars to purchase something from the Prize Box.

Fast ForWord to Reading 3 Scope & Sequence

Exercise	Scrap Cat	Canine Crew	Chicken Dog	Twisted Pictures	Book Monkeys	Hog Hat Zone
Task	Sort written words into semantic, syntactic, phonological, and morphological categories.	Pair word according to semantic (meaning) rules (e.g., synonyms, antonyms) and phono-logical (sound) rules (e.g., rhymes, homophones).	Complete the spelling of a spoken word – part of the written word is missing and the correct letter or letter combination is chosen from a group of visually and phonetically similar choices.	Choose the best sentence that most accurately describes the painting.	Read the displayed paragraph and choose the response that answers the presented question.	Complete the paragraph by choosing the missing words form the presented possibilities.
Targeted Skills	■ Decoding ■ Vocabulary ■ Automatic word recognition ■ Flexible reading ■ Phonology ■ Syntax & morphology ■ Spelling	■ Decoding ■ Vocabulary ■ Automatic word recognition ■ Flexible reading ■ Phonology ■ Spelling	■ Decoding ■ Spelling ■ Letter-sound association	■ Sentence comprehen-sion ■ Paragraph comprehen-sion ■ Syntax ■ Logical reasoning ■ Vocabulary	■ Sentence comprehen-sion ■ Paragraph comprehen-sion ■ Comprehen-sion strategies ■ Flexible reading ■ Vocabulary	■ Sentence comprehen-sion ■ Paragraph comprehen-sion ■ Syntax & morphology ■ Vocabulary ■ Flexible reading ■ Phonology
Cognitive Skills Developed	■ Long-term recall of vocabulary ■ Selective attention ■ Linguistic & visual processing	■ Long-term memory ■ Selective attention ■ Linguistic & visual processing	■ Working memory/ long-term memory ■ Auditory & visual processing	■ Working memory ■ Long-term memory ■ Sustained attention ■ Linguistic & visual processing ■ Sequencing	■ Working memory ■ Sustained attention ■ Linguistic & visual processing ■ Sequencing	■ Working memory ■ Selective attention ■ Linguistic & visual processing ■ Sequencing

Fast ForWord to Reading 3 Exercises & Tasks

Task	Keyboard Shortcut
Scrap Cat	
1. Click the yellow paw on Scrap Cat's t-shirt to start the exercise.	*Paw*: space bar
2. Click the category bin that best matches the word written on the can or bottle.	*Sorting bins, top to bottom*: number keys 1-4
Canine Crew	
1. Click the yellow paw to start the exercise.	*Paw*: space bar
2. Match the word pairs displayed on the bricks according to the instructions given.	*Repeat instructions*: ctrl/command + h
Chicken Dog	
1. Click the yellow paw to start the exercise.	*Paw*: space bar
2. Click the letter combination that completes the spelling of the presented word.	*Condiments, top to bottom, left to right*: number keys 1-5
Twisted Pictures	
1. Click the painting of the yellow paw to start the exercise.	*Paw*: space bar
2. Click the sentence that best represents the painting	*Responses, top to bottom*: number keys 1-4
Book Monkeys	
1. Click the book with the yellow paw to start the exercise.	*Paw*: space bar
2. Read the paragraph and answer the questions by clicking the best answer. Paw: space bar	*Done Reading button*: space bar
Hog Hat Zone	
1. Click the yellow paw to start the exercise.	*Paw*: space bar
2. Click the word that best fits the gap in the paragraph shown on the pipes and girders.	*Responses, top left to bottom right*: number keys 1-4

Fast ForWord to Reading 4

Fast ForWord to Reading 4 expands reading skills with a focus on applying knowledge of word origins, word forms, sentence structure, and punctuation rules to improve comprehension. Exercises aligned with expected fourth grade levels strengthen the cognitive skills of memory, attention, processing, and sequencing while further developing decoding, spelling, vocabulary, sentence comprehension, and paragraph comprehension proficiency. Individual progress is evaluated and reported in *Fast ForWord* Progress Tracker.

Product Protocols

30 Min	40 Min	50 Min	75 Min	90 Min
■ Three 10-minute exercises	■ Four 10-minute exercises	■ Five 10-minute exercises	■ Five 15-minute exercises	■ Five 15-minute exercises
■ 5 days/week	■ 5 days/week	■ 5 days/week	■ 5 days/week	■ 5 days/week
■ 12-16 weeks	■ 9-13 weeks	■ 6-10 weeks	■ 5-8 weeks	■ 4-7 weeks

IMPORTANCE OF PROTOCOL

Neuroscience research confirms the importance of frequency and intensity of activity to build and strengthen cognitive skills. Therefore, adherence to *Fast ForWord* product protocol is essential to delivering good results.

Motivational Activities

Daily and Weekly Motivators/Awards

- Track points on the daily points charts
- Reward daily for those who beat their scores from the last time they worked the exercises
- Reinforce increased daily points
- Track and then spotlight the participant with the highest points per exercise
- Reinforce increased weekly points by exercise
- Track and give grand total points prizes
- Create a “Wall of Fame” for those high points achievers

Fast ForWord to Reading 4 Scope & Sequence

Exercise	Hoof Beat	Jitterbug Jukebox	Stinky Bill's Billboard	Lulu's Laundry Line	Book Monkeys: Book Two	Goat Quotes
Task	Choose one of four words that best answers a question, thus demonstrating sensitivity to semantics, phonology, morphology, syntax, or alphabetizing.	Spell a spoken word by choosing from the presented letters.	Read the sentence and select the missing word from four choices, which are similar along semantic, phonetic, or orthographic dimensions.	Read a passage and fill in the missing lowercase or capitalized words or punctuation marks.	Read a paragraph (or table) and answer multiple choice questions (literal comprehension, determining cause and consequences, making inferences, and comprehension of content and style).	Read a paragraph and choose the sentence that best paraphrases the paragraph's meaning – each sentence uses similar words and structures, requiring careful reading, logical thinking, and working memory skills.
Targeted Skills	■ Decoding ■ Vocabulary development	■ Spelling ■ Letter-sound correspondence	■ Sentence comprehension	■ Paragraph comprehension ■ General punctuation	■ Paragraph comprehension	■ Paragraph comprehension ■ Basic syntatic structures of spoken English
Cognitive Skills Developed	■ Working memory/ long-term memory ■ Selective attention ■ Auditory processing ■ Sequencing	■ Working memory/ long-term memory ■ Selective attention ■ Auditory processing ■ Sequencing	■ Working memory/ long-term memory ■ Selective attention	■ Working memory/ long-term memory ■ Selective attention ■ Sequencing	■ Working memory/ long-term memory ■ Sustained attention	■ Working memory/ long-term memory ■ Selective attention ■ Sequencing

Fast ForWord to Reading 4 Exercises & Tasks

Task	Keyboard Shortcut
Hoof Beat	
1. Click the yellow paw to start the exercise.	*Paw*: space bar
2. Click the response that best answers the reporter's inquiry.	*Animals, left to right*: number keys 1 through 4
Jitterbug Jukebox	
1. Click the yellow paw to start the exercise.	*Paw*: space bar
2. Click the letters that correctly spell the presented word.	L*etters on the jukebox panel*: corresponding letter keys
Stinky Bill's Billboard	
1. Click the yellow paw to start the exercise.	*Paw*: space bar
2. Click the word that best completes the sentence on the billboard.	*Responses, left to right*: number keys 1-4
Lulu's Laundry Line	
1. Click the yellow paw to start the exercise.	*Paw*: space bar
2. Click the word or punctuation that best fits the paragraph shown.	*Responses, left to right*: number keys 1 through 4
Book Monkeys: Book Two	
1. Click the yellow paw to start the exercise.	*Paw*: space bar
2. Read the paragraph or chart and answer the questions by clicking the best answer.	*Done Reading button*: space bar *Responses, top to bottom*: number keys 1 through 4
Goat Quotes	
1. Click the yellow paw to start the exercise.	*Paw*: space bar
2. Click the sentence that best paraphrases the headline above.	*Responses, top left to bottom right*: number keys 1 through 4

Fast ForWord to Reading 5

Fast ForWord to Reading 5 continues to expand reading skills with a focus on accuracy and fluency in phonemic analysis, decoding, and spelling; expanding vocabulary skills; and improving critical thinking and abstract reasoning. Additional comprehension strategies are developed, including constructing and organizing paragraphs for story building. It continues the development of cognitive skills within the context of reading exercises aligned with expected fifth grade levels. Individual progress is evaluated and reported in *Fast ForWord* Progress Tracker.

Product Protocols

30 Min	40 Min	50 Min	75 Min	90 Min
■ Three 10-minute exercises ■ 5 days/week ■ 12-16 weeks	■ Four 10-minute exercises ■ 5 days/week ■ 9-13 weeks	■ Five 10-minute exercises ■ 5 days/week ■ 6-10 weeks	■ Five 15-minute exercises ■ 5 days/week ■ 5-8 weeks	■ Five 15-minute exercises ■ 5 days/week ■ 4-7 weeks

IMPORTANCE OF PROTOCOL

Neuroscience research confirms the importance of frequency and intensity of activity to build and strengthen cognitive skills. Therefore, adherence to *Fast ForWord* product protocol is essential to delivering good results.

Motivational Activities

Exercise-Specific Displays

- Create displays using the *Fast ForWord* to Reading 5 characters. Contests such as finding words containing spelling patterns in Wood Works, or synonyms and antonyms in Gator Jam, or unscrambling sentence puzzles in Toad Loader can be created and displayed as bulletin board designs and activities. Make the display interactive
- Post contest winners and prizes, too!

General Motivational Activities

- *Beat the Coach!:* Coaches do the exercises and post their score as the score to beat for the week/month. Any student who beats the score gets a prize or pizza lunch.
- *Homework Pass*: Provide a "no homework" pass for any student meeting a specific goal (high scores in 3 exercises, all completion scores above 70%, improvement in a specific exercise, etc.). The pass must have a teacher's signature indicating that he/she agrees to the use of the pass.

Fast ForWord to Reading 5 Scope & Sequence

Exercise	Toad Loader	Wood Works	Gator Jam	Lana's Lanes	Quack Splash
Task	Select the correct words or phrase to build a sentence that best describes a picture.	Read a word, then sort it by one of the sounds it contains. Then listen to a word and sort it by the spelling pattern needed to correctly spell it.	Select an analogy type to work on and complete an analogy by identifying the missing word or words. Then read a completed analogy and sort it by the type of analogical relationship it demonstrates.	Independently read fiction and nonfiction passages and answer comprehension-check questions by clicking on the correct answer. Then complete a strategy task, choosing or completing graphic organizers or summaries. Finally, answer additional comprehension questions using the completed strategy.	Build multiple-paragraph passages and demonstrate comprehension of the passages.
Targeted Skills	■ Sentence comprehension ■ Sentence construction	■ Spelling ■ Phonemic awareness	■ Vocabulary ■ Critical thinking ■ Abstract thinking	■ Comprehension strategies	■ Passage comprehension ■ Multi-paragraph story construction ■ Figurative language use
Cognitive Skills Developed	■ Working memory/ long-term memory ■ Selective attention ■ Language processing ■ Sequencing	■ Working memory/ long-term memory ■ Selective attention ■ Auditory & visual processing	■ Working memory/ long-term memory ■ Selective attention ■ Processing ■ Sequencing	■ Working memory/ long-term memory ■ Selective & sustained attention ■ Processing ■ Sequencing	■ Working memory ■ Sustained attention ■ Processing ■ Sequencing

Fast ForWord to Reading 5

Task	Keyboard Shortcut
Wood Works	
1. Click the yellow paw to see a word displayed or hear a word. **2.** Click the category with the correct phoneme or spelling pattern.	*Paw*: space bar *Category bins, left to right*: number keys 1 through 4
Quack Splash	
To complete a paragraph, order sentences, or order paragraphs: **1.** Click the yellow paw to see the task. **2.** Click the correct response or the correct order. *For paragraphs* ■ After putting the paragraphs in the correct order, read the completed passage and answer comprehension questions about the passage.	*Paw, Done Reading button*: space bar *Responses*: corresponding number keys
Toad Loader	
1. Click the yellow paw on the crate to see the task. **2.** Click the correct fragment to build a sentence to describe the picture.	*Paw*: space bar *Responses*: number keys 1 through 4
Gator Jam	
To complete an analogy: **1.** Click an analogy type on the hippo's computer. **2.** Click the yellow paw to see an incomplete analogy. **3.** Click the correct word or phrase to complete the analogy. *To categorize an analogy*: **1.** Click the yellow paw to see a completed analogy. **2.** Click the correct analogy type to categorize the analogy	*Paw, Done Reading button*: space bar *Responses*: corresponding number keys
Lana's Lanes	
Before each task: **1.** Click the yellow paw on the bowling ball to read a passage. **2.** Click the response that best answers the question about the passage. *For each task (choose a diagram, fill in an organizer, or choose and build a summary)*: **1.** Click the yellow paw to see the task or challenge. **2.** Click the appropriate response, such as the correct number of the diagram, word that best fills in the graphic organizer or answer that best summarizes the passage. *After each task*: ■ Answer comprehension questions about the diagram, organizer, or summary.	*Paw, Done Reading button*: space bar *Responses*: number keys 1 through 4

Appendix

The following items provide supplemental tools (such as forms and check lists) for implementing and administering the *Fast ForWord* products. You will also find these and many other items on your *Fast ForWord Professional Development Resource CD*.

Fast ForWord Products and Targeted Skills

Fundamentals for Learning to Read				
Targeted Language and Reading Skills	*Fast ForWord* Language	*Fast ForWord* Language to Reading	*Fast ForWord* to Literacy	*Fast ForWord* to Literacy Advanced
Listening Accuracy	✓		✓	
Advanced Listening Accuracy		✓		✓
Phonological Accuracy	✓		✓	
Phonological Fluency	✓		✓	
Auditory Word Recognition	✓		✓	
Listening Comprehension	✓	✓	✓	✓
Word Analysis		✓		✓
Following Directions	✓	✓	✓	✓
Vocabulary			✓	✓
English Language Conventions	✓	✓	✓	✓

Targeted Cognitive Skills	*Fast ForWord* Language	*Fast ForWord* Language to Reading	*Fast ForWord* to Literacy	*Fast ForWord* to Literacy Advanced
Memory				
Working	Sound sequencing, visual-spatial and auditory memory, words and verbal instructions	Sound sequencing, words, auditory and visual spatial memory, statements and questions	Sound sequencing, visual-spatial and auditory memory, words, and questions	Sound sequencing, words, auditory and visual spatial memory, statements and questions
Long-term	Visual symbol-sound associations	Visual symbol-sound associations and picture-concept associations	Visual symbol-sound associations	Visual symbol-sound associations and picture-concept associations
Attention	Focused and sustained attention	Focused and sustained attention	Focused and sustained attention	Focused and sustained attention
Processing	Auditory and linguistic processing - tonal sweeps, syllables, phonemes, words, simple and complex instructions	Auditory and linguistic processing - tonal sweeps, phonemes, words, and orally presented sentences and stories	Auditory, visual, and linguistic processing - tonal sweeps, phonemes, syllables words, and stories	Auditory and linguistic processing - tonal sweeps, phonemes, words, and orally presented sentences and stories
Sequencing	Using word order to comprehend complex sentences and instructions	Using word order to comprehend simple and complex statements and instructions	Using word order to comprehend complex statements and instructions	Using word order to comprehend simple and complex statements and instructions

The Critical Link for Struggling Readers

FAST FORWORD TO READING SERIES						
Skills	***Fast ForWord* to Reading Prep**	***Fast ForWord* to Reading 1**	***Fast ForWord* to Reading 2**	***Fast ForWord* to Reading 3**	***Fast ForWord* to Reading 4**	***Fast ForWord* to Reading 5**
Phonemic Awareness						
Phoneme Identification	✓					
Phoneme Categorization	✓	✓	✓	✓		✓
Phoneme Blending and Segmentation	✓		✓		✓	
Phoneme Substitution		✓	✓			
Phonics and Decoding						
Letter - Name	✓					
Sound/Letter Correspondence	✓	✓	✓	✓	✓	✓
Word Families	✓	✓	✓	✓	✓	✓
Spelling						
Regular Words	✓	✓	✓	✓	✓	✓
Irregular Words				✓	✓	✓
Fluency						
Rapid Letter/Word Recognition (includes High Freq. words)	✓	✓	✓	✓	✓	✓
Modeling Fluent Reading		✓	✓			
Repeated Reading		✓	✓	✓	✓	✓
Vocabulary						
Oral Vocabulary	✓	✓	✓	✓		
High Frequency Words (incl. Dolch words)	✓	✓	✓	✓	✓	
Difficult Words (e.g. Homonyms)					✓	✓
Morphology		✓	✓	✓	✓	✓
Context Cues	✓		✓	✓	✓	✓
Comprehension						
Listening Comprehension	✓	✓	✓			
Monitoring Comprehension		✓	✓	✓	✓	✓
Graphic & Semantic Organizers			✓		✓	✓
Recognizing Story Structure		✓	✓	✓	✓	✓
Summarizing				✓	✓	✓

Enrolling Multiple Participants

NOTE #1

You must have Microsoft Excel installed on the computer to perform this step. Your file location may vary.

NOTE #2

The data must match the format of the template provided or it will not be accepted. Take the time to verify that the format matches before proceeding with this task.

STEP 1: Enter Existing Participant Information into Template

1. Open the template file, **ImportParticipants_Template.xls** (shown below).

   Windows: On the desktop, double-click **My Computer** > **C:** > **Program Files** > **SLC** > **Enroll** > **ImportParticipants_Template.xls**

   Macintosh: On the desktop, double-click **Macintosh HD** > **Applications** > **SLC** > **Enroll** > **ImportParticipants_Template.xls**

A2	Enter the data for each participant below. (Do not enter data in the red section.) Ensure that the d: each column. For more information, refer to the Fast ForWord Gateway Edition manual.					
	A					
1	Last Name	First Name	Middle Initial	Student ID	Date of Birth	Gender
2	Enter the data for each participant below. (Do not enter data in the red section.) Ensure that the data conform to the accept listed above each column. For more information, refer to the Fast ForWord Gateway Edition manual.					
3	Any 40 characters	Any 40 characters	Any 1 character	Any 40 characters	mm/dd/yyyy	m,f
4	Doe	John	J	1234567ABC	12/15/1990	m
5	DeJesus	Anthony	S	29313T2R	3/7/1990	m
6	Rodriguez	Lori	X	29310K2R	8/5/1990	f

2. Open the file that contains the participant information (for example, a Microsoft Word file).
3. From this open file, copy and paste the participant information into the template, conforming to the format of the template. Or, type in the appropriate information into each field.

   If you make a mistake, and would like to start over, simply exit the file without saving it. Then return to *Step 1* of this task.
4. When all of the information is entered, click **File, Save as** to save the file as an Excel spreadsheet.
5. Use a unique file name to name the file and exit the template.
6. Include the date in the file name for future reference. For example, *FirstGradeSept2004.xls*.
7. Exit the template. The participant information is saved as a new Excel spreadsheet file.

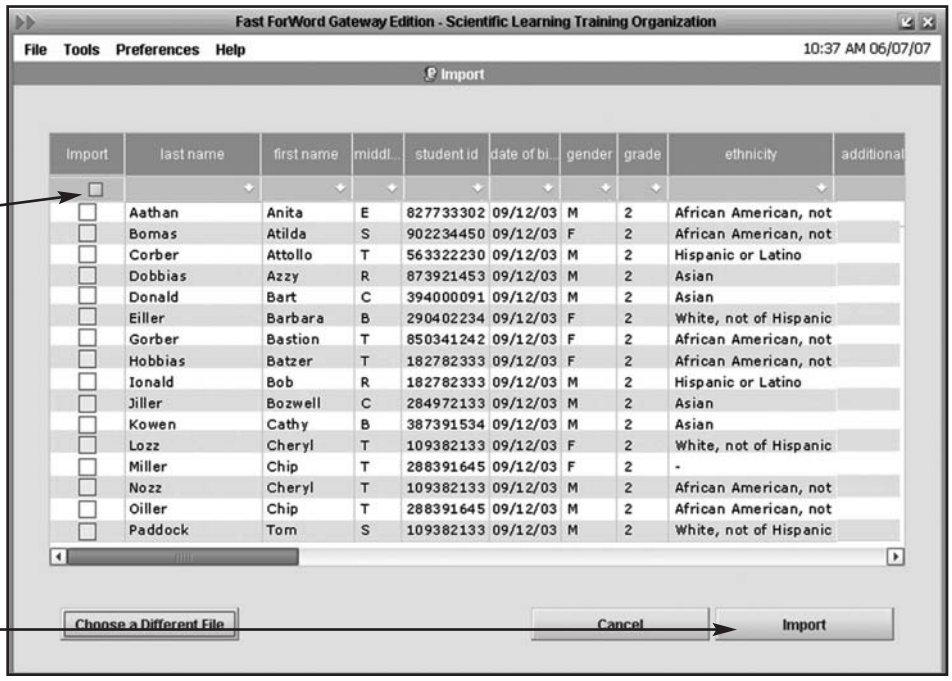
STEP 2: Import File and Create Participants

1. Using the teacher tools, open the *Fast ForWord* product.

   For a *Fast ForWord* stand-alone configuration, perform this step from the computer that the participant is using.
2. Click the **Enrollment** tab.

   If prompted, select your login and enter your password.

3. Under Participants, click **Import**.
4. Select Enroll new participants from a list, and click **Import**.
5. Select the new Excel file with the participant information, then click **Open**. The Import screen appears.
6. Verify that the participants are listed correctly.
7. Check the box at the top of the Import column to select all participants to import.



Import	last name	first name	middl...	student id	date of bi...	gender	grade	ethnicity	additional
	Aathan	Anita	E	827733302	09/12/03	M	2	African American, not	
	Bomas	Atilda	S	902234450	09/12/03	F	2	African American, not	
	Corber	Attollo	T	563322230	09/12/03	M	2	Hispanic or Latino	
	Dobbias	Azzy	R	873921453	09/12/03	M	2	Asian	
	Donald	Bart	C	394000091	09/12/03	M	2	Asian	
	Eiller	Barbara	B	290402234	09/12/03	F	2	White, not of Hispanic	
	Gorber	Bastion	T	850341242	09/12/03	F	2	African American, not	
	Hobbias	Batzer	T	182782333	09/12/03	F	2	African American, not	
	Ionald	Bob	R	182782333	09/12/03	M	2	Hispanic or Latino	
	Jiller	Bozwell	C	284972133	09/12/03	M	2	Asian	
	Kowen	Cathy	B	387391534	09/12/03	M	2	Asian	
	Lozz	Cheryl	T	109382133	09/12/03	F	2	White, not of Hispanic	
	Miller	Chip	T	288391645	09/12/03	F	2	-	
	Nozz	Cheryl	T	109382133	09/12/03	M	2	African American, not	
	Oiller	Chip	T	288391645	09/12/03	M	2	African American, not	
	Paddock	Tom	S	109382133	09/12/03	M	2	White, not of Hispanic	

Check the box at the top of the Import column to select all participants to import

Next, click the import button to import all participants

8. Click **Import** to create the participants.

   A warning symbol is displayed next to a participant if he or she is a duplicate of an existing enrolled participant. Uncheck the box next to any participant with the warning symbol so that participant is not imported. If a participant with the same name is already enrolled, add the new participant at a later time, using a unique name.
9. Select or create a group in which to enroll the participant, then click **Next**. (To create a group refer to *Creating Groups*.)

STEP 3: Assign Participants to a Product

1. From the Assign screen, select the appropriate product from the list next to a participant name.
2. Click the **OK** button.

NOTE

It is recommended that a student work on at least two products a year. Only assign one product at a time.

Average Sound and Word Exercises

	Elementary Sequence **1**. *Fast ForWord* Language **2**. *Fast ForWord* Language to Reading		**Secondary Sequence** **1**. *Fast ForWord* to Literacy **2**. *Fast ForWord* to Literacy Advanced	
Average Sound Exercises		Trog Walkers	Space Racer	Not Applicable
	Old MacDonald's Flying Farm	Polar Cop	Galaxy Goal	
	Phoneme Identification	Treasure in the Tomb	Spin Master	
Average Word Exercises	Phonic Match	Bug Out!	Lunar Tunes	Laser Match
	Language Comprehension Builder	Start-Up Stories	Stellar Stories	Lunar Leap
	Block Commander			Meteor Ball
	Phonic Words		Star Pics	

Moving on to the Next *Fast ForWord* Product

To continually challenge participants who are progressing well in a *Fast ForWord* product, they would benefit from moving to the next product. You are clued into when to do do this when the Completion Status column of the Overview report displays a Switch flag for a participant.

The following table indicates which product to switch to for a participant.

START WITH	SWITCH TO
Fast ForWord Language Basics	*Fast ForWord* Language
Fast ForWord Language	*Fast ForWord* Language to Reading
Fast ForWord to Literacy	*Fast ForWord* to Literacy Advanced
Fast ForWord to Reading Prep	*Fast ForWord* to Reading 1
Fast ForWord to Reading 1	*Fast ForWord* to Reading 2
Fast ForWord to Reading 2	*Fast ForWord* to Reading 3
Fast ForWord to Reading 3	*Fast ForWord* to Reading 4
Fast ForWord to Reading 4	*Fast ForWord* to Reading 5

Finish/Resume/Delete/Remove Participants

The Finish, Resume, Delete, and Remove tasks enable you to more accurately determine a participant's product assignment, and when necessary, permanently delete a participant's individual product data.

To Finish, Delete, or Resume:

1. From the Enrollment screen, click a student.
2. Click **Assign**.
3. Select your option.

Task	What Is It?	When to Use It
Finish	Removes participant's access to the product	Use this when you decide that a participant should no longer work on a product for any reason, such as the exercises are complete, or the participant will work on another product instead.
Resume	Restores access to the finished product for a participant	Use this when you want to allow the participant to work on a finished product again for any reason, such as the participant needs more practice in the product, or the product was erroneously finished.
Delete	Permanently deletes the product data for a participant from *Fast ForWord* Gateway and *Fast ForWord* Progress Tracker	Use this when you've decided that you no longer need to keep this participant's data, for example if a participant has finished or when data was created in error. **IMPORTANT: Deleted data cannot be restored.**
Remove	Removes a participant's enrollment profile	Use this when you wish to remove a participant's profile from the Fast ForWord product. Use the Delete feature first so that the data is deleted from *Fast ForWord* Progress Tracker as well.

TIP

Finish, **Resume**, **Delete** and **Remove** can be useful to keep participation percentages higher when there are breaks, such as, between summer school and fall semester for students that will continue.

Glossary

adaptivity
With every mouse click, exercises in the *Fast ForWord®* product exercises adapt (or adjust) to the individual skill level of each participant to ensure participants are appropriately challenged.

attention
The ability to focus on information and tasks, and ignore distractions.

auditory discrimination
The ability to detect differences in sounds; may be gross ability, such as detecting the differences between the noises made by a cat and dog, or fine ability, such as detecting the differences made by the sounds of letters "m" and "n."

auditory memory
The ability to retain information which has been presented orally; may be short term memory, such as recalling information presented several seconds before; long term memory, such as recalling information presented more than a minute before; or sequential memory, such as recalling a series of information in proper order.

basic skills
The building blocks for language and reading development: visual attention, auditory discrimination, and sustained auditory attention. *Fast ForWord®* products provide exercises that improve sound sequencing skills, fine motor skills, hand-eye coordination, pattern recognition and color/shape identification.

brain plasticity
The ability of the brain to change through experience or learning.

cognitive ability
Intellectual ability; thinking and reasoning skills.

cognitive skills
Memory, attention, phonological memory, phonological processing and memory, processing, sentence memory and word discrimination, and sequencing.

comprehension
The ability to derive meaning from text; the reason for reading.

critical thinking
The process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication.

decode
To use the alphabetic principle (that each letter represents a sound) to sound out the phonemes of a word and then blend those phonemes into a recognizable word.

digitally-enhanced speech sounds
The use of computers to slow down and enhance phonemes and other speech sounds so that they can be differentiated.

Dolch words
The 220 most frequently found words. Students who learn these words have a good base for beginning reading. Many of these words cannot be sounded out because they do not follow decoding rules. These words must be learned as sight words.

frequency/intensity
Occurring or repeating at short intervals. In the context of *Fast ForWord®* products, frequency and intensity refers to the recommended protocol of daily participation and concentrated activity.

fine motor development
The precise and accurate movement and use of hands and upper extremities, including reaching, grasping, and manipulating objects.

fluency
The ability to read a text accurately and quickly. Fluent readers can recognize words automatically and understand their meaning at the same time.

grapheme
The smallest part of written language that represents a phoneme in the spelling of a word. A grapheme may be one letter, such as d, l, and p; or several letters, such as ch, sh, and th.

intervention strategies
Approaches to promote positive classroom behaviors and foster effective learning.

language structures
Grammatical elements found in every language (e.g., nouns, verbs, consonants, vowels).

memory
The ability to store information and ideas, which is essential for word recognition, comprehension of complex sentences, and remembering instructions. Includes both working memory and long-term memory.

morphological awareness
The ability to understand and correctly use small words, letters, and letter combinations that change the meaning of a word.

neuroscience
Study of the brain and its functions, especially their relation to behavior and learning.

phonemes
The smallest units of sound in spoken language that make a difference in the meaning of words. When added together, phonemes create syllables, which allows the creation of words; for instance, "ox" is made up of three phonemes: /aa/, /k/, and /s/ (English contains 44 phonemes).

phonemic awareness
The ability to hear, identify, and manipulate the sounds of spoken language.

plasticity
The ability of a neural network to be reconfigured or rewired; changing connections within a neural network.

processing
The ability to accurately perceive and manipulate information. In the context of reading, processing refers to the ability to distinguish speech sounds and identify letter and word forms.

protocol
Specific product process (e.g., *Fast ForWord®* Language: 100 minutes per day, 5 days per week, 4-8 weeks).

Progress Tracker
An online data-analysis and reporting tool that enables educators to monitor individual, class, or group performance on *Fast ForWord®* products.

sequencing
Placing the detail of information in its accustomed order (e.g., days of the week, the alphabet). In the context of reading, sequencing is the ability to determine the order of letters within words or words within sentences.

sound correspondence
The principle that each letter represents a unit of sound (a phoneme).

sound sequencing skills
The ability to recognize, analyze, and/or produce a number of sounds combined in sequence.

sight words
Words a child can recognize on sight without aid of phonics or other word-attack skills.

simultaneous development
Exercising multiple skills at the same time. Each *Fast ForWord®* exercise focuses on a specific set of reading tasks and simultaneously develops underlying cognitive processes such as memory, attention, processing, and sequencing.

sustained auditory attention
The ability to concentrate on what is heard continuously.

syntax
The structure of a language, or the rules which specify how grammatical markers and words are combined to make meaningful sentences; the part of speech of a word (for instance, noun or adverb).

timely motivation
The *Fast ForWord®* exercises provide immediate rewards for correct responses. In addition, patented technologies give students only one opportunity per question to respond correctly, which reduces guessing and encourages students to maintain high levels of attention and effort.

visual attention
One of the basic skills necessary for language and reading development.

visual discrimination
The ability to detect similarities and/or differences in materials which are presented visually, e.g., ability to discriminate h from n, o from c, b from d, etc.

visual memory
The ability to retain information which is presented visually; may be short term memory, such as recalling information presented several seconds before; long term memory, such as recalling information presented more than a minute before; or sequential memory, such as recalling a series of information in proper order.

vocabulary
Includes knowing the meaning of single words that represent objects and groups of objects, actions, and qualities of space and time.

word recognition
The ability to read or pronounce a word; usually implies that the word is recognized immediately by sight and that the child does not need to apply word analysis skills. Does not imply understanding of the word.

working memory
The short-duration, limited-capacity memory system that simultaneously stores and manipulates information in order to accomplish a task; also called "scratch-pad" memory.

Answer Key

Page 49: Group Report Navigation

2	**Group menu**
1	**Report menu**
5	**Last Participation**
4	**Participant**
6	**Sorting Arrows**
3	**Date Range**

Page 61: Individual Report Navigation

1	**Name of School**
2	**Participant menu**
3	**Report menu**
4	**Last Participation**
5	***Fast ForWord* menu**

Page 68: Participation Report

1/31/2005	**Start Date**
2/24/2005	**Last Date**
37	**Participation Days**
10 min	**Time Per Exercise**
93%	**Participation Level**
Planned for day	**Exercises**

(For the next few items, match the letter with the features listed below.)

1	**Time completed** (black circle)
2	**Time not completed** (half-filled in black circle)
3	**Exercise skipped** (red circle)
4	**Planned for day** (blue circle)

For Product Assistance

We Care Support Center

Phone: 888-358-0212 (US & Canada)

Phone: 520-917-1200 (International)

Hours: Open during regular school hours

Customer Connect:
www.scientificlearning.com/customerconnect

Email:

Customer Service: customerservice@scilearn.com

Instructional Support: instructionalsupport@scilearn.com

Technical Support: support@scilearn.com

On the Front Cover (clockwise from top left)

Michael M. Merzenich, Ph.D., Founding Scientist, Scientific Learning Corporation
Dr.Merzenich, a director of Scientific Learning Corporation, is also the Francis A. Sooy Chair of Otolaryngology in the Keck Center for Integrative Neurosciences at the University of California at San Francisco. Dr.Merzenich's expertise is in the field of brain plasticity to further the understanding and development of skills and abilities through experience and learning. He has been awarded more than 50 patents and has contributed his software developer skills to several therapeutic training programs, including helping Scientific Learning's Fast ForWord family of products. Dr. Merzenich is a graduate of the University of Portland and obtained his doctoral degree from Johns Hopkins University. Among his scientific awards are the international IPSEN and Zülch Prizes. Dr. Merzenich is also the Chief Scientific Officer of Posit Science, which strives to improve the brain health of people of all ages by using effective, non-invasive tools that engage the brain's natural plasticity.

Paula Tallal, Ph.D., Founding Scientist, Scientific Learning Corporation
Dr. Tallal is one of four founders of Scientific Learning Corporation and a world-recognized authority on language-learning disabilities. A cognitive neuroscientist and a board-certified clinical psychologist, she is a founder and co-director of the Center for Molecular and Behavioral Neuroscience at Rutgers University. In addition, she is active on many scientific advisory boards and government committees for both developmental language disorders and learning problems. Dr. Tallal has over 20 years experience managing multi-site, multi-disciplinary, federally funded contracts and grants that have resulted in over 150 publications as well as national and international honors. She received a bachelor's degree from New York University and a doctorate from Cambridge University in Experimental Psychology, with additional research training at The Johns Hopkins University.

William M. Jenkins, Ph.D., Senior Vice President, Product Development
Dr. Jenkins is a founder of Scientific Learning Corporation and an expert in learning-based brain plasticity, behavioral algorithms, and psychophysical methods, as well as an expert in multimedia and Internet technology. He joined the company from a faculty position at the Keck Center for Integrative Neurosciences at the University of California San Francisco. He has been an author or co-author on more than 100 publications including seven commercial software products, thirty-two US patents, and two foreign patents that underlie Scientific Learning's commercial products. Those commercial software products have received seven awards to date. His recent research includes the development of computer exercises for teaching children and adults using neural models of brain plasticity and learning. In 1996 this work was recognized by Discovery Magazine in their annual Awards for Technology Innovations, and most recently as a recipient of the Year 2000 Thomas Alva Edison Patent Award.

Steve Miller, Ph.D., Senior Vice President, Outcomes Research
Dr. Miller, a founder of Scientific Learning Corporation, is a neuropsychologist with expertise in the assessment and treatment of developmental language and reading impairments. He joined the company after serving as a Research Associate at Rutgers University.

Dr. Miller has extensive experience in organizing clinical studies and conducting longitudinal studies of children and adults who have language and reading impairments. His work has resulted in many publications and awards.

Dr. Miller earned a bachelor's degree in psychology from Bloomsburg University, a master's degree in neuroscience from the University of Hartford, and a Ph.D. in psychology from the University of North Carolina, Greensboro. He received additional training in the neuropsychology of reading at the Bowman Gray School of Medicine, Wake Forest University.

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